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ABSTRACT

The Center for International Education and Development (CIED) of the University of Alberta, in its commitment to share--through publication--information about new projects and policies being tried in developing countries, published the proceedings of an international seminar focusing on education in Pakistan. The meeting was the result of cooperation by CIED, Allama Iqbal Open University (Pakistan), and Monash University (Australia). Included are: Introduction (W. L. Mellor); Opening Address (G. Allana); "A Management Ideology for Education in Pakistan" (W. L. Mellor); "Current Projects and Training Priorities in Punjab" (K. A. Khan); "Training in Educational Planning and Management" (M. A. Khan); "Development of Education in Tribal Areas (FATA)" (Miraj-uddin); "Current Projects and Training Priorities in Sind" (S. Abbasi); "Projects and Training Priorities in Azad Kashmir" (A. Q. Khan); "Project Priorities in North-West Frontier Province" (S. Khan); and Concluding Remarks (W. L. Mellor). (BZ)

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PRIORITIES IN EDUCATIONAL
DEVELOPMENT IN PAKISTAN
PROJECTS AND TRAINING PROGRAMS

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Warren L. Mellor and M. Athar Khan

U.S. DEPARTMENT OF EDUCATION

80

**Priorities in Educational Development in Pakistan -
Projects and Training Programs**

**Report of an International Seminar
held at
Allama Iqbal Open University
Islamabad, Pakistan
7-9 September, 1983**

Edited by:

Warren L. Mellor and M. Athar Khan

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FOREWORD

The Centre for International Education and Development (CIED) of the University of Alberta Faculty of Education, Department of Educational Foundations is pleased to cooperate with the Division of Educational Administration, Monash University, in the publication of this monograph.

Part of the Centre's commitment is to share through publication, information about projects and policies which are being tried out in developing countries -- particularly those in which local educators have a significant input.

So far CIED has published another monograph entitled Education and Rehabilitation of the Disabled in Africa along with the following four occasional papers:-

- International Education Cooperation within the North South Context by M.K. Bacchus;

- Community-Based Approaches to Disability Prevention and Early Rehabilitation in the Context of Developing Countries by Kofi Marfo;

- The Professional Preparation of School Administrators in Developing Countries: Some Critical Issues for Decision Making by D. Marshal and E. Newton;

- Asian Perspectives on Canadian Aid edited by M.K. Bacchus.

Thanks are due to Dr. Warren Mellor and Mr. Raymond Cheng for help in this venture and to the Monash University Publication Committee for its financial help which made it possible for the monograph to be published.

M.K. Bacchus
Director, CIED

INTRODUCTION

Dr. Warren L. Mellor

Assalam-O-Alaykum

Mr. Vice-Chancellor, Members of the Staff of Allama Iqbal Open University, Invited Guests, Ladies and Gentlemen.

Welcome to the three-day international seminar entitled "Priorities in Educational Development for Pakistan - Projects and Training Programs".

May I say how pleased and honored I am to be here for this occasion. We have with us this morning not only learned members of the staff of this University, but also representatives of various international agencies located here in Islamabad and some of the UNESCO Fellows who have participated in training programs at Monash University in Australia. I bring you greetings and salaams from all of your friends in Australia, and in particular from the Dean of the Faculty of Education, and from the Vice-Chancellor, Professor Ray Martin.

The title of this seminar is a wide-ranging one. Nonetheless, the specific stimulus came originally from a desire to follow up the work of the Fellows from this country while they were in Australia. It would also be true to say that the seminar had its origins in my previous visit to this country 20 months ago. At that time also I was visiting some of the

Fellows who had worked with me in Australia. This seminar, then, is one of a series of ongoing activities related to the training of Pakistani education personnel in Australia, and in particular at Monash University.

When I visited Pakistan previously (in December 1981), I was honored to be received, Sir, by one of your predecessors as Vice-Chancellor of this University, Professor Mohiuddin. It was in my discussions with him that the original proposal was made for closer links between our two Universities. Professor Mohiuddin was particularly interested in the Monash courses in educational administration. I informed him that for some years, Monash has had one of the largest programs in educational administration in Australia, offering degrees up to doctoral level.

Professor Mohiuddin was also interested to hear of our short training programs conducted with some funding from UNESCO/UNDP. These short training programs do not lead to the award of a degree, but do provide intensive learning experiences and skills development for personnel from Third World countries (and in particular from Pakistan). These programs have been individualized within broad guidelines, but the common goal is to help meet the endogenous needs of developing countries (rather than of Monash University).

To this date, twenty Pakistani Fellows funded by UNESCO/UNDP have participated in these programs.

These short training programs run usually for six months, from March to August each year. Together they now constitute a project entitled the International Program in Development Education (IPDE). I am both Head of the Faculty's academic Division of Educational Administration and Director of this International Program in Development Education.

The broad guidelines for participants in the short training programs of the IPDE are three fold:

1. Involvement in seminars and workshops, visits to local education institutions, an interstate excursion, and a

- practical internship experience with an associated institution.
2. Writing and public presentation of educational reports as linking Australian and Pakistani experiences on the designated "area of need".
 3. Formulation of an action research and development proposal intended for implementation upon return to the country of origin.

The IPDE is no longer merely an educational administration training program. It is this and more:

1. adult, nonformal and lifelong education
2. basic and universal primary education
3. integrated rural development
4. distance and correspondence education
5. curriculum development
6. special education
7. science education and mathematics education
8. education research methodologies
9. testing and measurement
10. program evaluation
11. literacy programs
12. inservice education
13. ethnic, multicultural and multilingual education
14. health and human relationships
15. vocational and technical education
16. higher education

Specifically, in regard to educational administration, skills and competencies for local and central office personnel are developed in:

1. modern planning, management and supervision techniques
2. policy formation and analysis
3. diagnosing structures and power
4. microplanning and microsystems analysis
5. risk definition and reform implementation strategies
6. administration of technology and resource centres
7. information systems and monitoring processes
8. computer applications in administration
9. leadership and staff development

Dr. Warren L. Mellor

In response to Professor Mohiuddin's original proposal for collaborative activities, then, this seminar was planned as one of a series of follow-up ventures for Pakistan participants in the IPDE, and for other invited special guests. I thank you all for your attendance, and hope (Insh'allah) that it will be a rewarding experience.

I would like to record my thanks for the cooperation of the staff of Allama Iqbal Open University, and in particular Drs Siddiqui and Athar Khan in your Institute of Education, for providing a venue and associated facilities. Without such assistance, this seminar could not have been held. I would like to thank also the Secretary of the Ministry of Education for his support and for his intention to be present at this opening ceremony had it not been for a prior commitment. And I would like to express my appreciation to the Australian Embassy and the Australian Development Assistance Bureau for their continuing interest.

It is only in the last few days of my stay in Islamabad that I have come to realize fully the vast store of support and encouragement that exists for activities of this nature. I am also hopeful that the UNESCO Regional Office for Education in Asia and the Pacific may publish a report of these proceedings and disseminate our deliberations, not only within this country, but within a wider international context.

It is the success of a venture such as this that rewards not only the efforts of those responsible, but leads on also to further similar activities. I hope it is not entirely premature and presumptuous of me to inform you that certain of the discussions I have held here in Islamabad have led me to be optimistic that we may be able to hold a similar "follow-up" seminar as soon as December of this year. Should this eventuate, I hope that it will be possible to bring together all twenty of the UNESCO Fellows who have worked with me in Australia. They come from every province in this country, as well as Northern Areas and Azad Kashmir.

Accordingly, Sir, I thank you for your presence here this morning at the opening of our seminar. I look forward

Introduction

wholeheartedly to your opening remarks. May I invite you now to open this international seminar for us.

OPENING ADDRESS

Professor G. Allana
Vice-chancellor, Allama Iqbal Open University

Dr. Mellor, resource persons, participants, colleagues, ladies and gentlemen.

It is indeed a great pleasure for me to welcome you all on my behalf as well as on behalf of the faculty and staff of the Allama Iqbal Open University, to the inauguration session of the "International Conference on Priorities in Educational Development in Pakistan". Dr. Mellor, I specially welcome you to Pakistan and to this University, and hope that your stay here will be pleasant and that your mission to this country will provide you and your counterpart in this University, a rich and rewarding experience in evaluation and production of training material in educational planning and management for the educational personnel of Pakistan.

I was told that Dr. Mellor visited this University first in December 1981 to explore the areas of collaboration between Monash University (Australia) and Allama Iqbal Open University. It was the beginning of our relationship with Dr. Mellor and his University. Since that time Dr. Mellor, and his Dean of the Faculty of Education have been in contact with my predecessors and the Director, Institute of Education and Research in this University. They have been exploring the areas of collaboration between the two institutions, and of course, this present conference is just an initial step in this direction.

Ladies and gentlemen! Allama Iqbal Open University was an experiment in distance education in this country. Although the open university system is a recent development of a developed country like Great Britain, it has proved equally successful in a developing country like Pakistan. The University withstood the tests of time, and today it is an established institution whose course enrolment of students is nearing a hundred thousand annually, in its sixty-one regular courses and integrated functional education project courses.

The University is expected to triple the number of courses in the next five years, and accordingly the annual enrolments of students will also go up. Today the educational programs of the University range from basic literacy and functional education programs, to the high level professional courses of study leading to a Master's degree in the specialized field of educational planning and management.

The major area of collaboration between the Allama Iqbal Open University and Monash University (Australia) is educational management and supervision, which is an area of special studies within the framework of this University's educational planning and management or EPM program.

Ladies and gentlemen! It might interest you to know that Allama Iqbal Open University is the only institution in the Asian region countries which is offering a Master's degree level course in the combined field of educational planning and management. It is also expected that very soon the University will also establish M.Phil and Ph.D. degree programs in this field of study.

Introduction of EPM courses of study was in response to the long-felt need of professionally qualified and efficient educational planners and managers in the country's Ministry, Departments and Institutions of education. It is no secret that most of our educational plans and projects are defective, sometimes even the best educational plans are not implemented because the men at the implementation end lack in training and expertise in their fields of responsibility. This is why we are laying so much emphasis on the quality and areas

of specialization in EPM. We are always in search of opportunities, material, persons and institutions in the country, that can in any way contribute to the expansion and improvement of the University's EPM program of studies.

Besides the expertise in educational planning and management locally available at present, we are also benefitting from the experiences and expertise of a number of international agencies and institutions which include Educational Planning and Management Sections of the UNESCO Headquarters Paris, and UNESCO Regional Office, Bangkok; Project Planning Centre for Developing Countries, University of Bradford (UK), University of London; International Extension College, Cambridge (UK); Srinakharinvirot University, Bangkok; International Institute of Educational Planning, Paris; Economic Development Institute of the World Bank, and now, through you Dr. Mellor, we also have access to Monash University in Australia. This is not the end. We are still continuing our search for the best that we can find anywhere in the world.

The agencies and institutions whose names I have just mentioned are assisting Allama Iqbal Open University in revision and improvement of the existing EPM courses, development of new EPM courses and training of the faculty of this University associated with the EPM program. Although most of the faculty members associated with the EPM program possess highest degrees in the field of education from local and foreign universities and are backed by long teaching experience at schools, colleges and universities, and some of them far surpass their counterparts in other institutions in academic excellence and scholarship, I must admit that some of them still need education and training in the field of educational planning and management. We are trying to overcome this shortcoming by utilizing educational and training opportunities of all kinds in all parts of the world. So, four of the faculty members of the Institute of Education of this University - the institution responsible for EPM program - are out of the country while I am addressing this conference. One of them is doing Ph.D. in Educational Management in an American University; another is participating in the advanced

Professor G. Allana

training course in educational planning in the International Institute of Educational Planning, Paris. The Director of the Institute of Education is attending a conference in Bangkok, and another faculty member is on his way to Australia on an exchange of study visit.

Dr. Mellor, even this conference is of value to us, so far as it concerns itself with the review of the educational development projects in the country and the training facilities and needs of the educational personnel of the country.

One very important feature of this conference, I have been told, is the fact that it also constitutes a follow-up of the Fellows of the Monash University, to evaluate and assess the effectiveness of the training programs of the University organized for Pakistani educational personnel in Australia. Follow-up of a training program, especially of the inservice personnel, is something the importance of which cannot be over-emphasized. However, it is perhaps the first time any international institution has cared about it. I am sure it is a good beginning and this tradition of Monash University will also be followed by other agencies and institutions.

Dr. Mellor, I appreciate your coming all the way from Australia to Pakistan and paving the path for future co-operation between this Institution and your University in the area of educational personnel training.

Dr. Mellor and participants of the conference, once again I welcome you to this University, and assure you of my and my colleagues' fullest co-operation in making this conference a success. With this I declare the conference open.

A MANAGEMENT IDEOLOGY FOR EDUCATION IN PAKISTAN

Warren L. Mellor

Synopsis

Development theory is examined from various perspectives, with the view adopted that development is ultimately not so much an achievable state as an ongoing process. Values and ideological assumptions can never be excluded from the processes of national development. Nations draw upon international resources where appropriate, but ultimately each must be self-reliant in pursuit of its own endogenous development needs.

Pakistan educational ideology is viewed as an integration of three elements: Islamization, development of human resources, and equity and democratization. Given the probability of static or declining resources from international agencies, the task of promoting Pakistan educational development with efficiency and with equity is seen to fall on enhanced management processes. The role of training programs for educational managers at central and at local levels is stressed. A profile is offered for the efficient management of educational development in Pakistan.

The paper draws upon the literature of development theory and the implementation of planned change. It owes a debt to my research on education in Pakistan undertaken over the last two and a half years. This research has been

conducted both in the field in Pakistan, and academically through the documentary resources of the International Program in Development Education which I direct at Monash University.

The paper is structured as follows:

- A. Theories of Development
- B. Ideology of Educational Development
- C. Context of Educational Development in Pakistan
- D. Management of Educational Development
- E. Conclusion

A. Theories of Development

The development context within many Third World countries is characterized by relatively recently attained independence from former colonial masters. Many feel they have inherited colonial economic and educational systems which have proven remarkably difficult to change, and indeed which tend to perpetuate the colonial status despite political independence.

The neocolonialist argument would have it, moreover, that external aid or assistance to developing countries has been an unwarranted intervention into local internal affairs, often undertaken for ulterior motives and perpetuating "colony-like" economic dependencies:

Imperialist plundering is the root cause for the fact that the developing countries continue to be in a state of underdevelopment and that the least developed among them remain at the greatest economic disadvantage (Clausnitzer, 1981).

These and similar neo-Marxist views are clearly argued from a particular ideological stance, the necessary conclusion of which, as Qadir (1982) points out, is to argue for "non-involvement" and "non-help". In the cause of endogenous development, all foreign investment and external aid should be discontinued as "irredeemably irrelevant or even harmful".

A more reasonable and tenable view of foreign aid (Hurst, 1981) might be that there has often been waste and irrelevance in its application. Yet it is surely possible to improve the utility of such aid to education, for example, by enhancing managerial efficiency and the effectiveness of project implementation. Such managerial improvements will be sought not only within the developing country itself, but also within the administering international agencies. Rather than the negativism and inaction arising from the views above, this is an affirmation of action, an affirmation of the belief that it is possible to "help others to help themselves". I intend to return to this point later. For the moment it may be sufficient to assert that action management by local personnel (decision makers and teachers) in the educational process, and the contributions of foreign technical assistants and consultants, may be made more effective, in part at least by training programs which develop skills of participatory, process-oriented problem solving. These skills will be applied to determining endogenous needs and priorities and the pursuit of policies fostering greater self-reliance.

In sum, this paper accepts (with Hettne, 1982) that there is ultimately no way of escaping value judgements in development theory. It views development not as an achievable state, but as an ongoing problem solving process. And it asserts that nations, as with people, grow and develop as they learn to solve their own problems in their own (endogenous) ways, according to stated value systems or (normative) ideologies, drawing upon and supported by outside (interdependent) resources where appropriate.

Development theory should therefore be explicitly normative and critically evaluate ends and means... .

It is quite feasible to formulate normative principles. One could be adherence to certain ethical values. Secondly, the way of solving a problem should be reasonably durable... . Thirdly, it should be consistent with the way other societies solve their problems so that they are not exported rather than solved... . It needs to be stressed that development is a result of human action and that any development process consequently can be reoriented through human action... . A society develops as it succeeds in solving emerging problems of a structural nature (Hettne, 1982: 138-148).

B. Ideology of Educational Development

At least three distinct strands may be isolated as forming an "ideal-type" ideology to underpin educational development in some countries of the Islamic Third World. Integrated as one ideology, together they affirm the importance of education in promoting the national cause through Islamization, through the development of human resources, and through equity and democratization. A later section will examine its applicability in the Pakistan context.

Just as man has a dual nature, soul and body, so is knowledge of two kinds: the first God-given; the second acquired.

In Islam all knowledge comes from God, but the manner of its arrival, and the faculties and senses that receive and interpret it, are different. The religious sciences are absolutely essential for man's guidance and salvation, and knowledge about them is necessary and obligatory to all Muslims. Acquisition of the second kind of knowledge, the rational, intellectual and philosophical sciences, is obligatory to some Muslims only.

Figure 1

EDUCATION AND KNOWLEDGE IN ISLAM

The Religious Sciences:

- the Holy Quran: its recitation, and interpretation.
- the Sunnah: the life of the holy prophet.
- the Shariah: Jurisprudence and law; the principles and practice of Islam.
- Islamic metaphysics; psychology, cosmology and ontology; legitimate elements of Islamic philosophy.
- linguistic sciences: Arabic, its grammar, lexicography and literature.

The Rational, Intellectual and Philosophical Sciences:

- the human sciences.
- the natural sciences.
- the applied sciences.
- technological sciences.

With respect to this latter knowledge, each branch must be imbued with Islamic elements and key concepts. All foreign elements and key concepts must be isolated. This process constitutes its Islamization, the deliverance of knowledge from interpretations, meanings and expressions based on secular ideology. Islamization of education in this sense may be regarded as liberating man from magical, mythological and animistic traditions, and even from ultimate secular control.

Haddad (1981) explains that since the late 1960's the definition of human resource development which has operated in World Bank circles has included not merely the notion of economic growth, but also the elimination of poverty in all its manifestations: malnutrition, disease, illiteracy, squalor. This

broader notion of human resource development in turn aids economic development by contributing to the growth of national productivity and income. He goes on to explain that education is significant for human resource development in three ways:

- a. As a basic need, because people need education that gives them a base of knowledge, attitudes, values, and skills as well as equipping them with the potential to learn and to respond to new opportunities and changes.
- b. As an instrument supporting programs designed to meet other basic needs such as nutrition, clean water, health, and so on.
- c. As an activity that sustains and accelerates overall development.

This paper takes the view of human resource development that investment in education and training produces both tangible and intangible assets. To have defined development narrowly as tangible "capital-production", measured by indices such as Gross National Product, is an error of earlier development theories. Many developing countries are potentially rich in the people resource, even if poor in financial and capital terms. Here again is a focus for action, yielding at the very least assets in terms of national cohesiveness, security, equity and efficiency.

Much of the 1970's World Bank literature focussed upon the desirability of equity as an educational outcome. And even though Hurst (1981) reports that the World Bank has reoriented its current view of developmental goals, equitable development within a particular country remains a priority. The emphasis now is on funding projects affecting the majority of the population and in particular the urban and rural poor, "to redistribute the benefits of development that favour these disadvantaged groups, and to secure their participation in the creation of these benefits. In education, this has chiefly meant the so-called 'democratization' of enrolment patterns".

Hurst claims to detect signs in this more of rhetoric than reality. And Psacharopolous (1981) asserts that there are significant shifts in World Bank policies to lay at least equal emphasis on efficiency as on equity, and allowing a role for privatization of educational funding as well as public funding.

The whole equity debate, it seems to me, suffers under at least three interwoven dilemmas:

- a. One is a semantic problem. Equity is not the same as equality. Attempting to "equalize" is not the same as trying to compensate for large disparities, that is, to be "equitable".
- b. Another concerns short and long term goals. Even if equality (some might say "ultimate equity") were to be an acceptable long-term objective, it may be that it can only be achieved incrementally in a series of short term measures. History is hardly replete with examples of massive politico-economic transformations that were achieved overnight; and
- c. A third concerns the problem of input and output measures. A more equitable distribution of resources to be processed by the educational system may not correlate exactly with the same degree of equity in outcomes. Moreover, one may ask whether equity of national outcomes is a feasible objective if it is to be achieved at the expense of an overall reduction in national efficiency and productivity. It may well be argued, as opposed to Levine and others, that a democratic approach is to attempt to ensure equity of educational inputs and processes rather than attempt to control or to equalize the actual outcomes of education. Is it not true that the theory of social justice under Islam stresses the equitable distribution of resources? This would certainly be consistent with the notion of equality of educational opportunity under a democratic system, but not necessarily with the notion of equality of educational outcomes, which may be seen as more relevant to a socialist system.

Perhaps it is not surprising, then, that some view policies that propound equality of outcomes, or even significantly

greater levels of equity outcome, as practicable only through massive social change - and that such massive changes can be brought about in the short term only by "popular revolution" (McLean, 1981). Educational ideologies that impatiently pursue democratization, participation and equity are in danger of subverting existing socio-political systems and generating a climate for political revolution in those countries. In this context, may it not be that concerns for national cohesiveness, for national security, for the national interest, must take priority over the interests of individuals?

If one takes as the focus of development efforts not the individual, but rather regions or provinces within the country, then it may be possible for an education system to satisfy not only demands for efficiency and equity, but also for national identity. For example, one province may be demonstrably poorer in many respect than any other province. A policy which attempts to move towards greater resource inputs and better management processes for educational provision in that province (as against, for example, the most affluent province) not only promotes the interests of equity and productive efficiency on a national basis, but may well also be politically realistic in terms of national security.

Machlup (1982) asked, if it is more efficient in terms of national productivity to educate half the population productively (and the other half not at all), how does one satisfy the counter demand for equity for all when such equity may indeed be wasteful or even harmful? In such circumstances, he says, the cost of social justice and equity may be higher than a society can afford.

Enhanced equity on a national basis may necessitate increased centralization of curriculum and finance on the one hand, while encouraging participatory decision making and satisfaction of locally-determined needs on the other.

C. Context of Educational Development in Pakistan

In accord with the theories and ideologies already presented, this section gives a very brief outline of both the international and national context of educational development in Pakistan.

1. International Context

Recent United Nations' thinking has categorized the poorest nations of the world according to the following:

- a. Least Developed Countries:
 - per capita Gross Domestic Product of \$125 or less
 - 10% or less share of manufacturing in Gross Domestic Product
 - 20% or lower literacy rate for persons over fifteen.
- b. Most Seriously Affected Countries:
 - a sharp increase in the import cost of essentials relative to export earning
 - insufficiency in export earnings, comparative inelasticity of export incomes and unavailability of exportable surplus
 - low level of foreign exchange reserves, or their inadequacy for requirements
 - an adverse impact of higher transportation transit costs; and
 - relatively low importance of foreign trade in the development process.

Pakistan is listed amongst 45 MSA's, with such problems as the predominance of an agricultural base, low per capita food and agriculture output, dependence on agricultural exports, low industrial output and minimal industrial base, and trading losses.

Figure 2 shows Pakistan in 1979 having a population of 79,700,000, a per capita income of \$260, an adult literacy rate of 20.7%, 16% of Gross Domestic Product as manufacturing.

Figure 2

MOST SERIOUSLY AFFECTED COUNTRIES (1979)

Basic Indicators

Countries	1979 Pop (million)	Area (1000km.)	1979 Per Capita \$	1979 Adult Literacy	1979 Gross Int'l Reserves in Months of Imports Coverage	Manufacturing GDP in 1979
A	B	C	D	E	F	G
Afghanistan	15.5	648	170	12.2	107	N/A
Bangladesh	88.9	144	98	25.8	90	8
Benin	3.4	113	238	8.0	97	8
Burma	32.9	677	168	67.0	103	10
Cape Verde	0.3	4	268	26.9	100	N/A
Central African Rep.	2.8	623	299	7.4	100	8
Chad	4.4	1,284	138	5.4	100	8
Dem. Yemen	1.9	333	480	27.1	N/A	11
Dem. Kampuchea	5.7	181	...	26.1	N/A	N/A
Egypt	38.9	1,001	480	43.3	75	28
El Salvador	4.4	21	678	62.1	99	13
Ethiopia	38.9	1,222	138	6.8	142	9
Gambia	0.3	11	238	6.8	N/A	N/A
Ghana	11.1	239	480	20.2	144	N/A
Guatemala	6.8	199	1,820	46.1	187	N/A
Guinea	5.3	246	280	8.6	N/A	5
Guinea Bissau	0.8	36	170	4.9	N/A	N/A
Guinea	0.8	214	580	91.3	N/A	9
Haiti	4.9	28	280	23.3	N/A	N/A
Honduras	3.6	112	520	26.9	89	17
Ivory Coast	8.2	322	1,840	20.0	129	13
Jamaica	15.1	363	380	19.3	118	13
Laos	3.3	237	N/A	28.3	N/A	N/A
Lesotho	1.3	30	340	28.6	N/A	N/A
Madagascar	8.5	587	290	28.0	105	4
Mali	6.8	1,240	140	18.0	95	6
Mauritania	1.6	1,831	320	17.4	78	8
Mozambique	18.2	783	230	11.4	75	9
Niger	14.0	141	130	19.2	103	N/A
Niger	5.2	1,267	378	8.8	90	10
Rhodesia	79.7	804	280	20.7	143	16
Rwanda	4.9	26	280	16.4	143	15
Senegal	0.15	2.8	N/A	97.8	N/A	3
Senegal	3.5	197	438	9.8	76	19
Serra Leone	3.4	72	230	13.0	108	5
Sierra Leone	3.8	638	N/A	1.5	97	7
Sri Lanka	14.5	66	230	77.6	116	21
Sudan	17.9	2,506	170	14.7	78	6
Uganda	12.8	236	290	34.9	136	6
U.S. Rep. Of Cameroon	8.2	475	388	18.9	144	9
U.S. Rep. Of Tanzania	18.0	945	268	28.1	182	9
Upper Volta	5.6	274	180	1.5	94	14
Yemen Arab Rep.	5.7	195	420	13.0	N/A	5

Source: World Development Report, 1981 (World Bank, Washington, D.C.)

Other sources (Mountjoy, 1983; Pakistan Economic Survey 1980-81) indicate that in 1980-81 Pakistan spent 1.55% of Gross National Product on education, while military expenditure in 1980 was 5.2% of Gross Domestic Product (or \$9 per capita).

Coombs (1979) has shown that for the world as a whole, and particularly for the Asian region, absolute numbers of population are increasing at such a fast rate that percentages of those participating in various aspects of education are declining in real terms.

Figure 3 shows that, to achieve the figures projected by UNESCO, countries of Africa, Asia and Latin America collectively would have to increase their total enrolments by 418 million students between 1975 and 2000, compared with the actual increase of 252 million they achieved from 1950 to 1975. They would have to add two-thirds more students in the next 25 years than they did in the past 25 years.

Figure 4 shows even more clearly the magnitude of the problem facing education in developing countries. Simply to maintain the 1975 enrolment ratio of 60.6% in South Asia up to 1985 would require a 29% increase in enrolment; to maintain the figure of 60.6% from 1975 to 2000 would require a 63% increase in enrolment. UNESCO has projected an enrolment ratio of 66% for South Asia in 1985, but to achieve this would require a 41% increase in enrolments from 1975 to 1985. UNESCO has projected an enrolment ratio of 72.6% for South Asia in 2000, to achieve this would require a 95% increase in enrolments from 1975 to 2000.

Percentages of national budgets devoted to education have shown a consistently upward trend, reaching an average of 15% in 1974 (Tilak, 1982: 109). From 1950 to 1976, public expenditure on education in developing countries increased from \$4.5 billion to \$41.5 billion. The United Nations Conference on the Least Developed Countries held in Paris from September 1-14, 1981, failed to respond to detailed estimates by the LDC's for future financial requirements (Qadir, 1982). For anything approaching real growth in

FIGURE 3

ABSOLUTE REGIONAL ENROLMENT INCREASES (1950-75)
COMPARED TO UNESCO'S PROJECTED INCREASES (1975-2000)

Major Regions	Actual And Projected Total Enrolment (Millions)			Required Net Enrolment Increases (Millions)	
	1950	1975	2000	1950-1975 (estimated actual)	1975-2000 (projected)
<u>World Total</u>	221.50	557.41	1004.85	335.91	447.44
Africa	9.33	52.92	164.33	43.59	111.41
Asia	67.00	220.01	432.19	153.01	212.18
Latin America	17.36	72.82	167.15	55.46	94.33
Europe and USSR	92.71	144.04	163.52	51.33	19.48
Northern America	33.08	62.93	70.48	29.85	7.55
Oceania	2.06	4.66	7.17	2.60	2.51

Note: Does not include Mainland China, North Korea and North Vietnam.
Asia includes one "developed" country -- Japan.

A Management Ideology for Education in Pakistan

Figure 4

PERCENTAGE INCREASES IN ENROLMENT OF 6-11 AGE
GROUP IMPLIED BY UNESCO PROJECTIONS
(1975-1985; 1975-2000)

Region	Actual Enrolment Ratio in 1975	% Increase in Enrolment Required Between 1975 And 1985 To Maintain 1975 Enrolment Ratio	% Increase in Enrolment Between 1975 and 2000 To Maintain 1975 Enrolment Ratio
		Medium Variant	Medium Variant
M.D.R.	93.8	3	9
L.D.R.	61.6	30	73
Africa	51.1	35	107
Latin America	77.9	28	75
South Asia	60.6	29	63

Region	Projected Enrolment Ratio 1985	% Increase in Enrolment 1975-1985	Projected Enrolment Ratio 2000	% Increase in Enrolment 1976-2000
		Medium Variant		Medium Variant
M.D.R.	94.3	3	94.7	10
L.D.R.	66.2	44	75.7	113
Africa	62.1	62	71.6	190
Latin America	85.7	41	92.4	108
South Asia	66.0	41	72.8	91

Source: Coombe (1979: 13)

education something like quadrupling of external aid would be required. The LDC's have claimed that their external financial requirements will be 85% higher in real terms for the first half of the 1980's than for the previous five years. But such increases in expenditure cannot continue infinitely. One challenge is clearly to find more efficient ways of managing scarce resources.

2. National Context

(a) Islamization

According to the Pakistan National Educational Policy (Ministry of Education, 1979), the relevant national aims of education include:

- To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fairplay.
- To create awareness in every student that he, as a member of the Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of him to make a contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand, and to help spread the message of Islam throughout the world on the other.
- To produce citizens who are fully conversant with the Pakistan movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
- To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.

Mechanisms have been established to review all curricula and textbooks to ensure their appropriateness to promoting the cause of national cohesiveness, integration and Islamic ideology. Mosque and mohalla schools are being pressed into service in the drive to attain Universal Primary Education.

(b) Development of Human Resources

The Pakistan National Educational Policy (Ministry of Education, 1979) gives the following aims related to human resources:

- To impart quality education and to develop fully according to their capacity, each individual's potentialities, through training and retraining and to develop the creative and innovative faculties of the people with a view to building their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.
- To provide a minimum acceptable level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, caste and creed in order to enable them to participate productively in the total national efforts.
- To create interest and love for learning and discipline among the youth and to ensure that every student is imbued with the realization that education is a continuous and a life-long process.
- To promote and strengthen scientific, vocational and technological education, training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation.

Specifically, agro-technical education is being developed as a major thrust, and the establishment of village workshop schools "to convert (male primary school dropouts) into productive members of the society" should also be mentioned. The Zia government has countenanced a return to some forms of privatization of education after the nationalization

programs of the previous government imposed intolerable burdens on provincial exchequers with no measurable improvement in outcomes. Teacher education has a central place in human resource development, and the role of Allama Iqbal Open University itself in this process (both for preservice and inservice education) is recognized. The various Bureaux of Curriculum and Extension Wings also play a vital role.

(c) Equity and Democratization

The National Education Policy (Ministry of Education, 1979) gives the following relevant aim:

- To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development enabling them to effectively participate in overall national effort.

The Policy makes special mention of the importance of female education and the need for a specific thrust to overcome disparities engendered by traditions of separate male and female education.

Figure 5 shows that in 1978 the enrolment ratio for females in all levels of education was considerably lower than that for males. Not only was the percentage of females commencing primary schooling lower than the percentage for boys, but the percentage of girls continuing beyond primary level declined more rapidly than for boys.

Adult nonformal education and education of the handicapped are given in the Policy as special initiatives, as is the need to overcome disparities of educational provision between urban and rural populations, particularly the poor.

Figure 6 shows that in 1978 the enrolment ratio for rural children attending primary school was considerably lower than that for urban children. Moreover, the percentage of rural children proceeding beyond primary level declined much more

Figure 5

PAKISTAN ENROLMENT RATIOS BY LEVEL
AND SEX 1978

Level	Boys (%)	Girls (%)
Primary	73	33
Middle	34	10
High	22	6

Source: Multi, 1980

Figure 6

RURAL/URBAN ENROLMENT RATIO IN PAKISTAN
1978 (BY LEVEL)

Level	Rural (%)	Urban (%)
Primary	45	77
Middle	14	47
High	6	38

Source: Multi, 1980

rapidly than the percentage of urban children. Universal primary education is a priority target nationally, but one that assumes greater proportions in some provinces than others.

Figure 7 shows that in 1978 enrolment rates in all provinces of Pakistan were low, but those in Baluchistan at all levels were considerably lower than for any other province. Dropout and wastage rates are considerably higher in Baluchistan than in any other province.

And arching over all these are disparities in spending between the various levels of education. It has been estimated that it costs 58 times more to educate a university student per year than to educate a primary school child. There are those who would argue that these priorities should be reversed, at least say for ten years but as we have seen, the need for equity must also be weighed up against the need for national productivity. Seen in this light, the problem may be not so much of spending too much on universities, but one of failing to produce for this money sufficient numbers of employable graduates in priority fields.

Arising from the equity discussion, an examination of the percentages of the national education budget allocated to the provinces in 1979-80 (Figure 8) shows that the North-West Frontier Province received 17.2%, Sind 19.7%, Punjab 37.6% and Baluchistan 4.1%. The approximate percentage of national population for each province was North-West Frontier Province 13%, Sind 22%, Punjab 58% and Baluchistan 4%.

Clearly there has been some attempt at equitable distribution of resources: Punjab, and to a lesser extent Sind, as the more populous provinces are expected to bear a disproportionate share of the financial burden for the more sparsely settled provinces and for the central administration.

Yet the Ministry of Education reports that in 1980-81, Baluchistan was able to achieve only a 37% utilization rate for this money (see Figure 9). There is little point in more equitable distribution of resources if those receiving additional inputs are unable effectively to manage and implement them.

Figure 7

PASKISTAN ENROLMENT RATIOS BY PROVINCE AND LEVEL, 1978

Level	Punjab (%)	Sind (%)	North-west Frontier Province (%)	Baluchistan (%)	All Pakistan (%)
Primary	56	59	52	32	54
Middle	24	25	21	10	23
High	15	16	13	6	14

Source: Multi, 1980

Figure 8

TOTAL EXPENDITURE ON EDUCATION BY CENTRAL GOVERNMENT AND PROVINCES
(Rupees in Thousands)

Source: 1981		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Expenditure											
Total											
Expenditure	(a)	788,807	798,817	1,000,780	1,388,280	1,744,481	2,488,206	2,802,810	3,300,718	3,480,044	3,778,750
By All Depts.	(b)	480,368	508,818	723,808	838,728	1,231,103	1,731,088	2,030,278	2,848,687	2,847,683	2,957,049
Central											
	(a)	88,888	83,003	123,818	184,737	353,836	543,634	587,683	804,659	612,013	804,481
Govt	(b)	88,888	83,336	84,878	187,343	188,877	331,886	388,534	361,412	288,464	483,142
N.W.P.											
	(a)	103,781	108,888	108,733	138,337	178,788	244,778	282,803	384,871	447,868	650,537
Govt	(b)	84,848	83,817	88,418	88,418	118,638	178,638	180,837	271,353	288,072	484,867
Punjab											
	(a)	388,038	413,607	484,383	588,638	773,306	1,112,274	1,240,582	1,438,584	1,474,842	1,422,497
Govt	(b)	323,887	318,474	387,643	443,871	587,548	832,883	884,316	1,232,060	1,284,143	1,348,640
Sind											
	(a)	188,088	188,874	231,388	388,337	383,178	488,084	588,184	730,633	760,851	744,151
Govt	(b)	118,884	128,888	181,888	288,318	304,388	418,808	487,814	611,884	648,571	614,048
Baluchistan											
	(a)	28,481	27,388	48,888	88,388	78,483	88,438	118,308	141,881	163,370	158,884
Govt	(b)	17,317	34,328	31,848	48,188	87,177	78,787	87,844	113,844	121,433	128,358

(a) Total (b) Govt Development

Source: Ministry of Education (1981: 29)

Figure 9

ANNUAL DEVELOPMENT PROGRAM
ALLOCATION AND UTILIZATION (1980-81)
(in thousands of Rupees)

Agency	Allocation	Utilization	Percent Utilization
Federal	693.975	666.208	96
Punjab	271.956	282.793	105
Sind	128.000	127.720	100
N.W.F.P.	159.190	159.190	100
Baluchistan	38.459	14.089	37
Total	1,291.580	1,250.000	97

Source: Pakistan Economic Survey 1980-81 (p.199)

D. Management of Educational Development

The enhancement of equity and of efficiency must go hand in hand if Pakistan is to achieve an optimum rate of development. The National Educational Policy (Ministry of Education, 1979) stresses that those working in planning and policy making at the central level need experience and training in educational administration. It acknowledges also the importance of such training and experience at provincial and local levels as policy implementation, management and supervision devolve more and more to decentralized offices. Educational administrators are already hard pressed. District Education Officers are said each to be currently responsible for the supervision of about 80 high school staff and 4000 students; Assistant Education Officers are said to be responsible for supervision of up to 60 schools in urban areas and 100 schools in rural areas, all of which are supposed to be visited twice a year (Afsari Shah, 1983).

Yet constant escalation of (financial) inputs to education will in no way guarantee improvements in the quality of outputs. Part of the answer lies in improving the efficiency of the processes through which education is managed and administered. Again, there is no state of development, only processes of development and underdevelopment (Hettne, 1982).

It is the educational administrator's difficult task to keep in sight the purpose of education and of particular projects, and to weigh up the most effective combination of "elements" or resource inputs (that is, people, structure, physical materials) necessary to achieve that purpose. It is often incorrectly assumed that better and greater physical resources necessarily mean better and greater outputs. There develops an obsession with the "resources cult" - that if only somehow more money, more staff, more everything were available, one would necessarily be able to do a better job and produce a better product. The fact is ignored that the quality of outputs can be significantly altered if the procedures and mechanisms by which they are processed are improved. Even more importantly, the fact is often ignored that output can be enhanced by aiding personnel to improve their own effectiveness. At least part of the answer quite often lies not in obtaining greater resources, but in new, more efficient utilization of existing resources.

An educational system that fails to meet the needs of the people and of the nation, that turns out large numbers of unemployed, produces a reserve army of dissolute and dissatisfied people who crowd into the cities and the towns creating further problems of a different kind. Policy makers, planners and all participants in the process of educational management have a duty to ensure that there is no waste, and certainly no drag, in the process of educational development. To this end clearly large scale efforts need to be directed to improving management capabilities for educational development.

There are multiple perspectives on how educational managers may intervene to bring about planned changes and improvements effectively. Van Meter (1982) has constructed

a compendium of various approaches (see Figure 10).

Underlying most, if not all, of these approaches is the assumption that management processes will be more efficient and effective to the extent that training centres on developing the problem solving processes for all concerned and the linkage mechanisms between them.

Each problem solving cycle (see Figure 11) comprises a series of steps, and the process is "open" in that the solution to one problem is fed back into the larger system of problems. The steps in the problems solving cycle include:

- a. Felt need: an awareness that a problem needs resolution.
- b. Problem diagnosis and definition: making precise the nature of the problem to be solved.
- c. Search for multiple alternative solution strategies: employing available resources internal and external to the system.
- d. Retrieval of information and "creative joining of assumptions" where participants agree on criteria for choosing an acceptable solution.
- e. Fabrication of solution, test and evaluation: simulating the likely outcomes of a particular solution strategy.
- f. Application and implementation: the solution is put into practice; to the extent that the solution works it is disseminated for use throughout the system or recycled for revised problem solving.

There are skills associated with each of these steps and manuals exist (Mellor, 1983; Mellor and Jones, 1984 forthcoming) for training all participants in the educational management process: administrators, policy makers, planners, politicians, even parents, community and students. In particular it should be noted that the search for "resources" to assist in the problem solving cycle can be internal or external to the system.

Figure 11 shows well this process and the linkage of the system with its external resources. However, the initiative in

Figure 10

APPROACHES TO THE MANAGEMENT OF PLANNED CHANGE

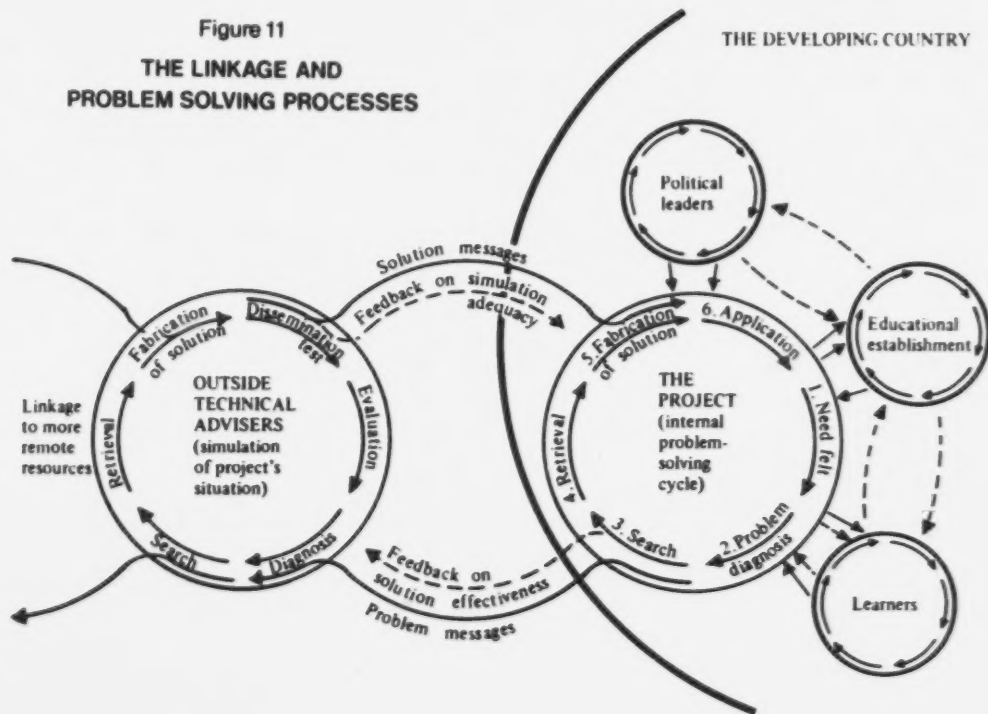
	Aim	Method	Focus
(1) Critical and Radical Reform Perspective (CRP)	Major Restructuring of the Schooling System	Radical System Upheaval	National or Provincial System
(2) Legislated and Mandated Change (LMC)	Policy Development or a Body of Legal Precedent	Law Requiring Compliance	National or Provincial System
(3) Knowledge Production and Utilization (KPU)	Production of Educational Products for Use in Schools	Modifying, Adapting and Implementing Proposals to Suit Unique Circumstances	Institutions
(4) Institutional Planning and Forecasting (IPF)	Projecting Future Trends from Data	Presenting Convincing Arguments from Rational, Systematic Planning	Institution, or National or Provincial System
(5) Conflict and Institutional Politics (CIP)	Legitimation of Preferred Course of Action	Marshalling Internal Political Factions and Coalitions	Institution
(6) Consultation and Technical Assistance (CTA)	Apply External Assistance to Express Organizational Needs	Selective Contractual Consulting Services	National or Provincial System, or Institution
(7) Organization Development and Renewal (ODR)	Improve Organizational Task Accomplishment and Quality of Work Life	Process Interaction with Work Groups	Institution
(8) Training and Staff Development (TSD)	Provide Structured Opportunities to Learn Job Related Information & Skills	Effecting Change by Updated Personnel Expertise	Individual or Institution
(9) Individual and Self-directed Change (ISC)	Substantive Change Effected by Self-initiated Efforts	Providing Resources, Support and Information to Those who Wish to Make Changes	Individual
(10) Behavioral Shaping and Influencing (BSI)	Changed Behavior of Individuals	Systematic Influencing of Behavior Toward a Desired End	Individual

Source: Adapted from Van Meter (1962)

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Figure 11
THE LINKAGE AND
PROBLEM SOLVING PROCESSES



both the problem solving cycle and in activating the linkage mechanism comes internally from the system itself.

... it may also be necessary to develop a need breed of international specialist who might be called the innovation process expert or the innovation linking agent. Such roles may emerge as part of an alternative approach to international cooperation for development, an approach which pays less attention to the substantive expertise of the so-called developed countries and focusses more fully on improving strategies and capacities for problem solving, building consensus and generating resources within the developing countries themselves. (Havelock and Huberman, 1977:21)

Conclusion

This paper has reviewed some theories of development in Third World countries. In regard to Pakistan, three strands of a national educational ideology were examined: Islamization; development of human resources; equity and democratization. The search for more efficient ways of managing education in Pakistan has led to an awareness of the importance of training programs for educational managers at all levels in the system hierarchy: individual; institutional; provincial or national system.

A profile drawn from the foregoing shows that efficient educational management in Pakistan will:

- a. Manage and review all educational policies according to the principles of "good men" - ISLAMIZATION.
- b. Promote national cohesiveness - NATIONALISM.
- c. Alleviate regional and provincial disparities within a national framework - EQUITY.
- d. Derive policies from locally expressed needs - ENDOGENY.
- e. Involve concerned people at the grass roots level -

PARTICIPATION.

- f. Pursue policies that mesh with the nation's current stage of development - **APPROPRIATENESS; ECOLOGICAL SOUNDNESS.**
- g. Utilize internal resources to optimum levels - **EFFICIENCY.**
- h. Make use of external resources where appropriate - **INTERDEPENDENCE.**

In the degree of linkage between these profiled managerial characteristics, and in the processes for integrating and implementing them, lies part of the answer to the problem of reconciling equity and efficiency. Educational development has a task for every individual; but the efforts of individuals are linked together nationally and internationally in an ongoing process of problem solving. Ultimately the test of the utility of any action is the extent to which it serves not the interests of individuals, but the interests of the nation as a whole.

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CURRENT PROJECTS AND TRAINING PRIORITIES IN PUNJAB

Mr. Karamat Ali Khan

Educational Profile

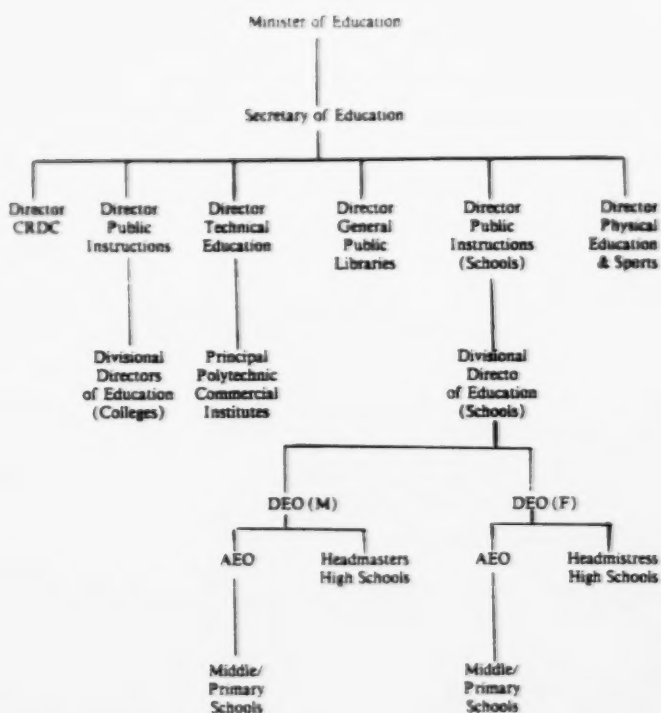
Educationally the Punjab is the most advanced province of the country. Its educational figures have been presented in the following table:

Table I
EDUCATIONAL STATISTICS OF THE PUNJAB (1982-83)

Stage	No. of Institutions	Enrolment	No. of Teachers
Primary	42,616	27.53 lac	95,997
Middle	3,555	8.96 lac	37,153
High	2,093	12.60 lac	41,677
Intermediate College	109	0.19 lac	1,596
Degree College	123	1.34 lac	5,781
Universities	5	12.613	1,091
Colleges of Technology and Polytechnics	13	8,229	490
Commercial Institutes	35	4,469	334
Teachers' Training Institutions	41	3,413	726
(Elementary Teachers Training Colleges, Normal Schools, Colleges Of Education)			

Note: Data do not include children studying at mosque and private schools of province.

The Administrative set-up of the Education Department is illustrated in the following diagram:



Current Projects and Training Priorities in Punjab

Functions of various levels of administration are given below:

1. Departmental Level
(a) Office of the Minister (b) Office of the Secretary
Main function to focus on broad education plan/goals for the entire education system.
2. Secretariat Level
Main function to focus on the implementation of National Policies in collaboration with the field offices and autonomous bodies.
3. Directorate of Public Instruction (Schools)
Main functions are: Controlling and co-ordinating of all schools of education in the Province, through Divisional Directorates, Planning and Development, Administration, including administration of Education Extension Centre, Bureau of Audio-visual Aid, Bureau of Education and Schools for Deaf, Dumb and Blind.
4. Divisional Directorate of Education (Schools)
Main functions are: Administration, planning and development of Comprehensive Central Model High Schools, Junior Model Schools, Normal Schools and Colleges of Elementary Teachers, Supervision and guidance to the Principal Headmasters and District Education Officers for the improvement of school education.
5. District Education Officers
Main functions are: Administration of Primary, Middle and High Schools within the district. Inspection of High Schools within the District, conduct of examination for award of scholarship up to primary level. Budgetting, planning and development of the education in the district.
6. Deputy District Education Officers
Main functions are: Inspection of High Schools and general assistance to the District Education Officer in the affairs of education development in the district.
7. Assistant Education Officers
Main functions are: Inspection of Primary and Middle School, Provision of educational statistics from grass roots level and supervision, guidance and administration of the Primary and Middle school teachers in the area.
8. Directorate of Public Instruction (Colleges)
Main functions are: Controlling and co-ordinating of the

entire college education in the province and the administration of the college teachers.

9. Directorate of Technical Education

Main functions are: Controlling, planning and development and administration of technical education in the province and implementation of the policies formed at Federal and Provincial level.

10. Directorate General of Libraries

Main functions are: Supervision, guidance, planning and development of various public libraries.

11. Curriculum Research and Development Centre

Main functions are: Preparation of research design, conducting of research and curriculum development at the provincial level. Conduct of workshops on curriculum development and Teachers Training program.

In the province of Punjab the Education Department is one of the largest Departments employing about 43% of the total employees in the provincial government. It has the largest number of institutions from primary to college level roughly totalling 42,000 institutions. There are attached Directorates namely, the Directorate of Public Instruction, the Directorate of Technical Education, Directorate (General) Libraries, and the Curriculum and Research Development Centre, which is also headed by a Director. In addition, the Education Department supervises four Universities and seven Boards of Education. The Universities are being funded by the Federal Government while Boards generate their own funds.

Projects of the Sixth Five-year Plan, 1983-88

The sixth plan seeks to provide:

1. Equality of opportunity for purposeful education for all school age children;
2. Improvement in efficiency of educational system to raise the qualitative level of its output;
3. Improvement in the productivity and reduction in the imbalance between the supply and manpower demand;

4. Valid improvement in literacy rate through adult education programs.

To achieve these objectives the priorities of the areas of emphasis shall be the following:

1. In the sector of primary education, a broad based first level education shall be provided through a system of mosque schools.
2. At the secondary level the highest emphasis shall be on improving the geographical coverage of physical facilities and on improving teaching programs, especially in sciences.
3. To make education functionally useful, a net-work of technical/trade schools, shall be created all over the country.
4. Intermediate classes shall be separated from a selected number of degree colleges which will be developed into high quality institutions.

The Sixth Plan programs have been designed to allow creation of educational facilities in accordance with the specific requirements of each location. The major components of the projects are:

1. Utilization of 12,000 mosques to accommodate classes I to III.
2. Provision of school buildings both for existing and 8,500 shelterless schools for Classes IV and V.
3. Provision of 500 separate girls schools wherever mixed enrolment is not possible.
4. Upgrading 375 middle schools to high standard.
5. Provision of better science education in 927 high schools.
6. Establishment of 42 technical and commercial institutions.
7. Arrangement for in-service training of college teachers.
8. Improvement of science education at college level.
9. Provision of guidance services in selected secondary schools.

Training Priorities

There are 36 institutions for imparting training to primary and undergraduate secondary school teachers. Graduate teachers are trained in 5 Colleges of Education and one University Institute. Capacity of existing institutions is sufficient to cater to the needs of trained teachers.

The major thrust therefore, will be on devising ways and means of in-service training in the following category of persons:

1. Untrained teachers of primary schools.
2. Teachers of primary schools to teach in mosques.
3. Imam of the mosques.
4. Supervisory staff of the primary schools.
5. In-service training for secondary school teachers.
6. Training for college teachers before their induction into service.
7. In-service training for working college teachers.
8. In-service training in the art of teaching for technical training institutions.
9. Training in guidance and counselling for secondary school teachers.
10. Training in project planning, implementation and execution at various tiers of administration.

TRAINING IN EDUCATIONAL PLANNING AND MANAGEMENT

Dr. M. Athar Khan

In Pakistan, training programs in Educational Planning and Management are generally organised by the Ministry of Education, the Allama Iqbal Open University, provincial Education Departments, national institutions of Public Administration, administrative staff colleges and international institutions and agencies. The training programs organised by various agencies and institutions follow their own methods and curriculum accordingly. Duration of these courses and training programs varies from a few days to approximately 36 weeks or more. The national and international agencies and institutions which organise training programs for personnel in education and related fields are as follows:

1. Economic Development Institute of World Bank, in collaboration with local Departments and Ministries.
2. Educational Planning and Management Section, UNESCO/ROEAP, Bangkok, Thailand.
3. Faculty of Education, Monash University, Australia.
4. Institute of Education and Research, Allama Iqbal Open University, Islamabad.
5. International Institute of Educational Planning, Paris, France.
6. Management Unit for Study and Training, Peshawar.
7. National Institutes of Public Administration, Karachi and Lahore.
8. Pakistan Institute of Development Economics, Islamabad.
9. Pakistan Administrative Staff College, Lahore.
10. Project Planning Centre for Developing Countries, University of Bradford, United Kingdom.

11. Academy of Educational Planning and Management,
Ministry of Education, Islamabad.

Each of these institutions and agencies have their own programs and purport to serve a specific purpose in training educational personnel of the country.

A brief description of the institution or agency, nature and duration of their training programs, etc., is as follows:

Economic Development Institute (E.D.I.)

The Economic Development Institute (E.D.I.) is a World Bank agency concerned with development programs and projects in its developing member countries. The E.D.I. organises its training programs at the Institute's headquarters in Washington D.C., and in the member countries. The E.D.I. organised one course in education programs and projects in Pakistan in 1979 in collaboration with the Planning and Development Division. The course was designed to train personnel in preparation of education plans. The course was of six weeks duration and the participants were 22 officers of Universities, Federal and Provincial Departments of Education and related departments.

The course was oriented towards complete questions and the practical application of techniques to answer them. A large proportion of the participants' time was taken up with solving spacing problems and working carefully on studies.

Such courses are held occasionally and they are few.

Educational Planning and Management Section of UNE-SCO/ROEAP

The Educational Planning and Management Section (EPMS) organises inservice training in educational planning

and management for educational planners at the regional and national levels. The section also organises training of national staff in educational administration and management. The courses are offered in a phased manner and last for five to six months. The courses are offered regularly and one or two Pakistani educational personnel participate in the training program. The purpose of these courses is to:-

1. Enhance planning and management skills in educational planning and management;
2. Enhance technical skills for organising national training programs in educational planning and management;
3. Provide experience in preparation of training models and to provide practical field experience; and
4. To provide practical field experience in the formulation and collaboration of educational development plans.

Monash University (Australia)

The Educational Administration Section of the Faculty of Education of Monash University (Australia) offers programs for educational administrators. The programs are offered on an individualised basis for each participating Fellow in the field of educational administration and planning, and other areas of education.

Depending upon the individual need of each Fellow, the nature and the length of the training varies for each training. Usually the courses of training last from one month to ten months.

The courses are organised under UNESCO Fellowship programs. Participants of the training programs are senior personnel engaged in administration and education systems, or any aspect of educational training in the country.

The main thrust of the work in educational administration at Monash University is directed towards improving the efficiency and effectiveness of national organisations.

Allama Iqbal Open University, Islamabad

The Institute of Education and Research, Allama Iqbal Open University, offers a program of studies in educational planning and management leading to post graduate diploma in educational planning and masters degree in the field. The program aims to provide specialised professional education to the educational personnel of the central and provincial government, and autonomous national organisations. The instructional methodology combines the features of teaching by correspondence and face to face contact with the students.

The courses offered by the Institute are specifically for the field of education and related to the jobs of educational planning and administration of the country. The program serves as an advanced inservice training for those who are already in planning and administrative positions and amounts to a pre-service course for those who are presently working in senior teaching position at schools, universities or colleges and who may be assigned administrative or planning jobs in the future.

The courses are offered on a semester basis and normally it takes two and a half years to complete course requirements for a Masters Degree and a year and a half for a Diploma. The students are nominees of government and autonomous departments and organisations. Each semester approximately 120 new students are admitted to the programs.

The Institute has its own Faculty which is responsible for course material development, teaching by correspondence, and arrangements of group training workshops at the end of the correspondence phase for each course. Experts from ministries, provincial and federal government departments, and from international institutions and agencies are also associated in writing course material, developing a new course, tutorials, evaluation and assessment of students' achievements, and group training workshops.

International Institute for Educational Planning (IIEP Paris)

The International Institute for Educational Planning functions within the framework of UNESCO. The Institute organises inservice training for educational planners and administrators from the developing countries. The IIEP offers a variety of inservice training programs in educational planning and administration. The advanced training program of the Institute, which lasts for about nine months, is meant for practising educational planners and administrators particularly from developing countries. The visiting Fellows program is intended to be intensive study in depth in a specific theme under the guidance of one or several IIEP specialists. The visiting fellowships program lasts for one to four months. This period could be extended where the nature of the work undertaken justifies. The IIEP also organises intensive courses on specific topics in various countries, but this course has not been organised in Pakistan so far.

Management Unit for Study and Training (MUST)

The Management Unit for Study and Training is a joint enterprise of the Government of Pakistan and UNDP. The project has been set up under the reforms of Educational Administration in the provinces project, and is located in the NWFP province (Peshawar). The MUST organises courses in the area of education, especially in educational management and planning, data collection, and data processing, etc. The Centre organises courses for persons of the rank of District Education Officer and below. The courses are held in Peshawar or any other district headquarters of the provinces, and vary in their duration from less than a week to three weeks, depending upon the specific needs of the groups of training.

National Institutes of Public Administration (NIPA)

The National Institutes of Public Administration (NIPA) were established by the Government of Pakistan in 1961 for training middle level officers. The Institutes are located in Lahore and Karachi. Their functions include carrying out research in Public Administration and allied subjects; providing consultancy services on inservice training and on organizational and management problems; providing teaching and reading materials drawn from Pakistan's experiences in Public Administration, and organising seminars on various problems faced by Public Administration in Pakistan. The Institutes organise a 13 week duration advanced level course in administration and development. The Institutes also organise their courses on budget procedures and analysis, personnel administration and courses for special clientele such as educationalists, engineers, etc. in such specialised fields which include human relations, statistics, plan for developing management techniques, functional administration and an introduction to Pakistan. The participants of the courses are middle level officers of the Central and Provincial Governments and other autonomous organisations.

Pakistan Institute of Development Economics (PIDE)

The Pakistan Institute of Development Economics is basically a research institute. The Planning Commission has established a training centre here which organises inservice training of personnel engaged in development work in the Provincial Government, Federal Ministries and developing agencies of the Provincial and Federal Government. The courses offered by the PIDE are designed to provide general training in the techniques of project preparation, appraisal of innovations and evaluation of development of projects. The Institute also offers courses in special sectors like health, education, etc. The duration of these courses varies from two to four weeks.

Training in Educational Planning and Management

Federal and Provincial Government Departments and Institutions nominate their officers for participation in courses. Participation in the courses is not to any particular grade or level of officers.

The Project Planning Centre for developing countries of the University of Bradford (UK) has been assisting the Institute in planning, designing and delivering of project training courses. Ford Foundation (U.S.A.) and the Overseas Development Administration of Britain have been major financers of the Institute's training programs.

Project Planning Centre for Developing Countries (PPC)

The Project Planning Centre for Developing Countries, University of Bradford (UK) holds courses for personnel from developing countries (Pakistan included) both at Bradford and in individual countries in collaboration with the local agencies. The courses for educational personnel are mainly concerned with training processes for projects in education centres.

Emphasis is on the economic appraisal of projects and processes to choose between alternative appraisals. The scope of the courses includes education, training to the work, demography and related areas. The course held in Bradford lasts for three months.

Pakistan Administrative Staff College

The Pakistan Administrative Staff College, Lahore, is a Central Government institution of inservice training for senior executives from government public enterprises and private sectors who are about to be promoted to assume a responsibility for assisting policy formulation and decision making at the highest level. The courses are in the broad area of management, and are designed for groups of administrators

from all government agencies. The College offers an advanced course of 13 weeks' duration in management and development, and holds short courses of five weeks' duration in specialized areas. The courses are also available to officers of the Education Department. However, the number of participants from the Education Department has been limited and between 1969 and 1981 only 14 Principals of Colleges and Directors of Education had attended these courses.

Academy of Educational Planning and Management

The Academy of Educational Planning and Management has been set up under the aegis of the Minister of Education as an autonomous research and training organisation, and as a support institution to planning, administration, supervision, research and evaluation functions in the field of education. The Academy organises inservice training in the fields of education relating to the specific jobs and different levels of education personnel in educational planning and administration, and supervision. Usually the courses are of one week's duration.

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DEVELOPMENT OF EDUCATION IN TRIBAL AREAS (FATA)

Mr. Miraj-uddin

1. Description of FATA and Population

Description	Area Sq. Kms.	Population 1981
1. Tribal Area Adjoining Peshawar District	262	37,000
2. Khyber Agency	2,577	282,000
3. Mohmand Agency	2,297	161,000
4. Bajour Agency	1,290	287,000
Peshawar Division: Total	6,426	767,000
5. Tribal Area Adjoining Kohat District	417	57,000
6. Orakzai Agency	1,567	356,000
7. Kurram Agency	3,380	289,000
Kohat Division: Total	5,364	682,000
8. North Waziristan Agency	4,706	235,000
9. South Waziristan Agency	6,620	308,000
10. Tribal Area Adjoining D.I. Khan District	3,230	85,000
11. Tribal Area Adjoining Bannu District	878	78,000
Grand Total	27,224	2,175,000

1. The tribesmen of FATA have their own customs, laws and administrative system. Jirga is a permanent form of the administrative system that is comprised of elders, and can be called at any time for deliberation of any internal or external issue. It is a realistic and effective form of local administration for the solution of criminal, social and economic problems of the people.
2. This system has been recognised by the government and problems requiring action by the tribesmen are referred to the Jirga officially. Each tribe consists of various sections and sub-sections. The main tribes in each Agency and Frontier Region are listed on next page.
3. Political agent in the Agency and Deputy Commission in Frontier Region are local administration authority.

II. Administrative Set-Up

The educational administration in FATA is a provincial service and funds/budget provisions are federal government liabilities. The Education Directorate is headed by the Director of Education (Federally Administered Tribal Areas) Peshawar, with the following administrative set-up.

1. Director of Education FATA

Overall controlling and responsible authority for Education in FATA.

- a. Deputy Director of Education
- b. Assistant Director (P & D)
- c. Assistant Director (Trg. & Est.)
- d. Assistant Director (Phys.Edu)
- e. Assistant Director (Scholarship)
- f. Assistant Director (Adult Education)
- g. Statistical Officer
- h. Budget and Accounts Officer

2. Agency Inspector of Schools

Development of Education in Tribal Areas (FATA)

Peshawar Division

Tribe

- | | |
|------------------------------|---|
| (a) Peshawar Frontier Region | Ali Khel, Mamonzai, Mushti, Stun Khel, Mani Khel, Dolatzai and Sepa |
| (b) Khyber Agency | Afridi, Shinwari, Malik Din Khel, Sepa, Kameer Khel, Mula-gori, Shilmani, Adam Khel, Ko Ki Khel, Aka Khel, Zakha Khel |
| (c) Bajour Agency | Turkalani, Utman Khel, Alizai, Shamoza, Mahsood Mamund |
| (d) Mohmand Agency | Safi, Mohmand, Mahsood Gurbaz, Qandhari, Turkzai, Isa-Khel, Mosa Khel, Bhaizai, Khaozai, Alimzai and Utman Khel |

Kohat Division

- | | |
|---------------------------|---|
| (a) Kurram Agency | Mangal, Toori and Bangash |
| (b) Orakzai Agency | Bangash and Orakzai |
| (c) Kohat Frontier Region | Adam Khel, Kala Khel, Zurgun Khel, and Afridi |

D.I. Khan Division

- | | |
|-------------------------------|-------------------------|
| (a) South Waziristan Agency | Wazir, Masood and Barki |
| (b) North Waziristan Agency | Wazir, Dawar |
| (c) D.I. Khan Frontier Region | Bhittani, Shirani |
| (d) Bannu Frontier Region | Wazir, Bhittani |



Development of Education in Tribal Areas (FATA)

Responsible for administration and supervision of Primary and Middle schools.

- a. Khyber Agency Peshawar and Frontier Region
- b. Mohmand Agency
- c. Bajour Agency
- d. Kurram Agency
- e. Orakzai Agency and Kohat FR
- f. North Waziristan Agency and Bannu FR
- g. South Waziristan Agency and DIK Frontier Region

3. Secondary Schools

All Heads of High Schools Male and Female are under the direct control of the Director of Education FATA.

4. Teacher Education

One pre-service and one in-service Government Elementary College for Males at Jamrud are under the control of the Director of Education, FATA.

5. College Education

All Inter and Degree Colleges are under the control of Director of Education, FATA.

III. Identification of Problems

1. Primary Education

- a. 328 primary schools are without any kind of building in FATA.
- b. Drop-out is more than 50% in existing schools at primary stage Class I - V.
- c. Almost all of the women in FATA are illiterate (50% of total population are women).
- d. Literacy rate on male side is 5%.
- e. Sports and culture activities have not yet been introduced in primary schools for want of funds.

- f. Acute shortage of female teachers in Tribal Areas has adversely affected the pace of development.

2. Secondary Education

- a. There are 38 High and 97 Middle schools which are functioning with inadequate school buildings.
- b. Most of the schools have not been provided with physical facilities for science education, such as science laboratories, etc.
- c. The provision of funds for sports and cultural activities is most inadequate. The lack of facilities in this regard is perturbing indeed.
- d. At present there are 33 high schools in which agriculture has been introduced in classes 6-8. Technical subjects have also been introduced in 17 high schools (woodwork, metalwork and electricity). But there are no administrative and supervisional arrangements existing for the subjects.

3. Teacher Education

We have only one Government Elementary College for training of teachers of PTC/CT level for Males. One Elementary College is required for female teachers, so that acute shortage of female teachers is covered up.

The staff of the existing training college need re-training in advanced methodology, for quality education.

4. Supervision and Management

The existing strength of the supervisory cadre at agency level is facing the following short-comings, due to hilly and backward area.

- a. Staff - Assistant Agency Inspector of schools (Planning and Development), and Assistant Accounts Officer.
- b. Training - The existing staff is required to be trained

Development of Education in Tribal Areas (FATA)

in the supervision and management techniques on modern lines. At least seven supervisors must be deputed for higher and advanced level training in foreign universities.

- c. Transport - At least 80 motor cycles need to be provided to Assistant Agency Inspectors of Schools for effective and timely supervision of primary education.

PROGRESS ACHIEVED IN EDUCATION SECTOR DATA

Yearly Progress (Financial)

Sub-sector	1978-79	1979-80	1980-81	1981-82	1982-83	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Primary Education	17.198	10.786	10.730	9.503	7.773	55.890
Secondary Education	10.923	4.645	18.517	9.906	14.248	58.239
College Education	10.100	14.040	7.000	17.573	14.085	62.798
Teachers Education	0.530	1.899	0.451	1.150	0.763	4.793
Technical Education	..	1.380	3.000	..	..	4.380
Scholarships	6.500	7.469	5.850	8.800	10.258	38.877
Miscellaneous	1.700	2.332	1.489	5.887	10.376	21.784
Total	46.951	42.551	41.948	52.819	57.220	315.620

YEAR AND PHYSICAL ACHIEVEMENT

Construction of Schools/Colleges Buildings/Scholarships

Sub-sector	1978-79	1979-80	1980-81	1981-82	1982-83	Total
<u>Primary Education</u>						
New Buildings	130	125	46	55	41	397
Additional Rooms	76	35	10	33	47	201
<u>Secondary Education</u>						
Middle Schools	18	-	9	9	5	41
High Schools	-	-	-	5	3	8
Science Laboratories	11	2	7	11	8	39
Technical Workshops	-	-	1	1	1	3
Residential Quarters	20	26	-	33	18	97
College education	1	-	-	1	-	2
Scholarships	6,405	6,665	6,840	8,230	9,150	37,290

NUMBER OF EDUCATIONAL INSTITUTIONS IN FATA

Year	Primary			Middle			High			Colleges			Teacher		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Training School	Mouqer School	Mohalla Schools
1957-58	68	--	68	2	--	2	2	--	2	--	--	--	--	--	--
1974-77	666	55	889	149	5	154	81	5	86	2(Degree) 7(Inter)	--	9	1	--	--
1982-83	1,112	155	1,267	179	11	190	94	8	102	5(Degree) 4(Inter) 1 Cadet Coll. (Razmah)	--	9	1	50	25

ENROLMENT OF EDUCATIONAL INSTITUTIONS IN FATA

Year	Primary	Middle	High	Colleges	Teacher Training
1947-48	--	--	--	--	-
1976-77	27,100	15,521	18,581	639	-
1982-83	48,143	18,572	27,379	2,001	150 (103PTC + 27CT + 20DM)

BUDGET PROVISION DEVELOPMENT SIDE FATA EDUCATION SECTOR

Year	Total Budget
1947-48	Rs. 16,000
1975-76	Rs. 22.761 million
1982-83	Rs. 57.220 milliion

SCHOLARSHIP GRANTED IN FATA STUDENTS

Year	Number of Local Scholarships	Number of Foreign Scholarships
1947-48	--	-
1975-76	5,593	7
1982-83	9,158	18

CURRENT PROJECTS AND TRAINING PRIORITIES IN SIND

Mrs. Shams Abbasi

Part A

1. Organisational Set-up of the Bureau of Curriculum and Extension Wing Sind

1.0 The Directorate of the Bureau of Curriculum and Extension Wing Sind was established in 1972 under the present nomenclature. At the time, the two Regional Education Extension Centres, one at Karachi and the other at Khairpur, were the only institutions under the administrative control of the Bureau. Until 1976 the main activities of the Bureau were:

- a. Curriculum Development
- b. Development of Textbooks and Teacher Guides in collaboration with Sind Textbook Board
- c. Inservice Teachers Training of Primary, Middle and Secondary level teachers
- d. Inservice training of supervisory and administrative personnel

1.1 At its very establishment the Bureau was made responsible for inservice training of teachers in addition to curriculum development, and the two Extension Centres, which were basically inservice training institutions, remained under the administrative control of the Bureau. Thus, from

the very beginning, the Bureau was organised on a different model than the Curriculum Bureaux of other Provinces. In 1973-74 three Audio-visual Aids Centres, one each at Karachi, Hyderabad and Sukkur, were established under the control of the Bureau. The function of these centres is to develop and disseminate teaching-learning materials and hold teacher training programs in their use and maintenance. Under the directives of the 1972-80 Education Policy, new curricula were developed for Classes I-XII and Inservice Training Programs for primary teachers were undertaken on a mass scale. At first, secondary school teachers were employed by the Bureau as Master Trainers, but it was soon felt that these secondary teachers were not the proper persons to train the primary teachers in the new primary curricula. Moreover, it was difficult to draw a large number of these teachers from their schools for a continuous mass scale training program. A better choice for Master Trainers were the instructors of the teacher training institutions who already had the experience of teaching the pre-service primary teachers. These teacher trainers were therefore employed as Master Trainers for the inservice courses and the courses were held at their own institutions. This arrangement became difficult to manage on a long-term basis, because the institutions were under the administrative control of the Regional Directorates of Education, while the courses were organised by the Bureau of Curriculum. This provided one reason for the proposal to affiliate the Training Institutions with the Bureau. There were other very important reasons for the administrative re-arrangement. Some of these were:

- a. The new curricula implemented in Classes I-V and VI-VIII basically required a new approach to teaching. Inservice training could help the already employed teachers in acquiring the new approaches, but the large number of fresh teachers from the training institutions pouring into the system every year continuously swelled the ranks of teachers who will be requiring training in the new approaches. Reforms therefore had to be implemented at the training institution level where teachers were being prepared for entry into the profession. Complete administrative and academic association of the institutions with the

Curriculum Bureau was the only solution to the problem of swift implementation of changes in methods of teacher training.

- b. The curricula for P.T.C. and C.T. were also under the process of revision and a semester system was planned to be introduced. The Curriculum Bureau was the main planning agency for these reforms and their efficient and speedy implementation could be carried out by the same agency.
- c. The teachers attending inservice courses provided a large amount of essential information on constraints, bottlenecks and difficulties in actual classroom teaching. This feedback was necessary for re-adjustment and improvement of pre-service teacher training approaches, and it was also needed by the Bureau as essential feedback on curriculum, textbooks, methods and implementation strategies. The teacher trainers at the inservice courses needed a direct channel of communication with the Bureau to feed this vital information.

1.2 The above were some of the major considerations that led to the proposal for transferring the administrative control of the teacher training institutions from the Directorate of School Education to the Directorate of the Bureau of Curriculum and Extension Wing Sind. The proposal was accepted by the Government of Sind and the Institutions were transferred to the Bureau in 1976. Under the directive of the Education Policy 1978, a phased program for the up-gradation of the training institutions is being implemented, and fifteen out of the seventeen institutions have been upgraded to the level of Elementary College of Education. Each College is headed by a Grade-18 Principal, and the teaching staff consists of Grade-17 instructors. Two institutions are being upgraded every year under the program.

1.3 The chart appended herewith provides a picture of the present administrative set-up of the Bureau. The Directorate of the Bureau has the status of an attached Department. The seniority of the staff is maintained within the Directorate and their services are non-transferrable.

2. Institutions Under Administrative and Academic Control of the Bureau

The following is a list of the institutions under the administrative control of the Bureau, together with a brief description of their activities and their relationship with the Bureau.

a. Teacher Training Institutions - 15

These institutions offer P.T.C., C.T. and D.T.C. courses at pre-service level and also carry out inservice training of teachers.

The instructors of these institutions are invariably involved in the Bureau's curriculum development and evaluation activities.

The Bureau is responsible for the administration and planning of their academic activities. The Bureau has an Examination Branch headed by a Registrar of Departmental Examinations. The Examinations Branch holds the examinations for the P.T.C., C.T., O.T.C., and D.T.C. trainees.

The Inspector Training Institutions, who is also the principal of the Hyderabad Training Institute, helps the Bureau in administration and management of the fifteen institutions.

b. Regional Education Extension Centre - one each at Karachi and Khairpur

The centres mainly provide inservice training to primary, middle and secondary school teachers. Each centre is headed by a Chief Instructor. The Instructors of these centres also associate with the Bureau in its curriculum development evaluation and other activities.

c. Inservice Training Centre, Hyderabad

This is an old established institution, which provides inservice training mainly to primary school teachers. It is headed by a principal.

d. Audio-Visual Centres - one each at Karachi,

Hyderabad and Sukkur

The centres hold training courses for teachers in development and use of instructional materials, which include audio-visual equipment such as slide and film projectors, over-head projectors, V.T.R., etc. The centres also develop prototype aids from locally available material and help teachers in adopting their use in teaching.

The centres have been provided with vehicles, and will soon be starting a mobile service for display of teaching aids in the schools and will be providing on the spot guidance to teachers in development, use and maintenance of teaching aids.

Each centre is headed by an Audio-visual Aid Officer and has a technical assistant on its staff. The Bureau's Subject Specialists and the Audio-visual Aid staff collaborate in development of teaching-learning aids.

e. National Agro-technical Teachers Training Centre, Hyderabad

The Centre offers a Certificate Course in Agro-technical Education. The courses are of a year's duration. The Centre is well staffed with technical teachers and fully equipped with workshops and materials. It is headed by a Principal. The Centre also holds training programs for inservice and pre-service teachers of agro-technical subjects (industrial arts, agriculture and home economics).

The Bureau's Subject Specialists in industrial arts, agriculture and home economics provide expert guidance to the Centre in planning and management of the courses, and also work as resource persons at its various training programs.

The Centre is also a supply base for the procurement and distribution of agro-technical equipment to the schools. The Bureau's experts and the Centre's staff collaborate in planning and development of agro-technical education in the Province and maintain liaison with other agencies in the field.

Current Projects and Training Priorities in Sind

f. Government Normal Drawing Teachers Training Centre, Hyderabad

This Centre provides three courses for drawing teachers, i.e., Elementary Drawing, Inter Drawing and Master Drawing Examination. It is headed by a Headmaster. A small handicrafts museum is also attached to it, which provides instructional material for students of other institutions.

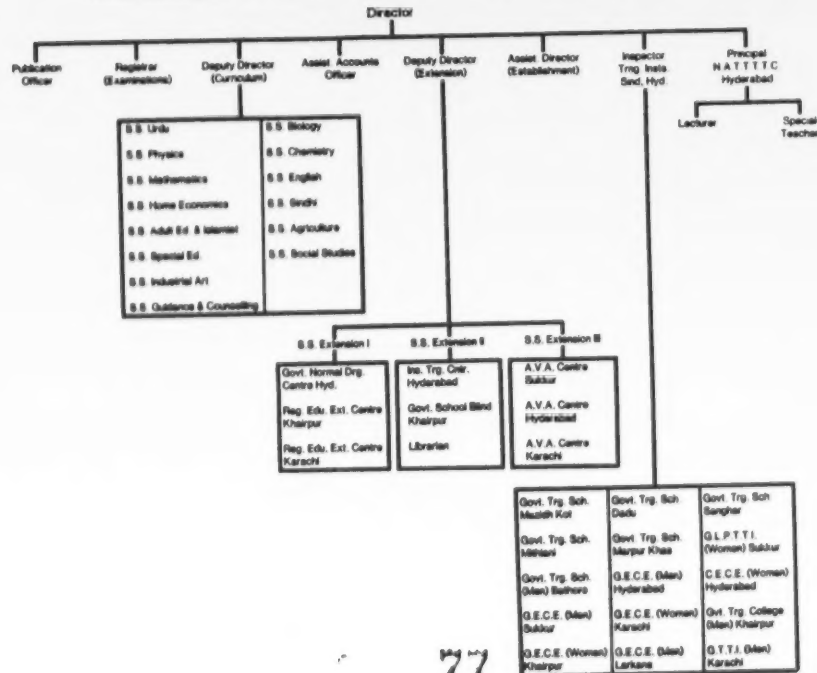
g. Government School for the Blind, Khairpur

The school provides education and training to blind children. It is headed by a qualified Principal.

Under the above administrative organisation, all pre-service training of primary school teachers, middle school teachers, agro-technical teachers and all in-service training of primary, middle, secondary and agro-technical teachers has come under the control of the Bureau. This has resulted in the integration of pre-service and in-service teacher training, speedy implementation of reforms in teacher training, and continuous professional growth of the teacher trainers because of their association with the Bureau in curriculum development and evaluation activities. Most of all, the collaboration and coordination of the Curriculum Bureau, Teachers Training Institutions, Extension Centres and Audio-visual Aid Centre has provided the sort of integrated model of organisation that is required for improving the quality of the teachers and teaching materials and thereby improving the quality of education in the Province.

In addition to the above activities, the Bureau of Curriculum is implementing various projects assisted by the Federal Government, UNDP, UNICEF and Women's Division Islamabad. These projects and the other projects in Sind have been briefly described in this paper.

ORGANIZATIONAL SET-UP CHART OF BUREAU OF CURRICULUM & EXTENSION WING SIND, JAMSHORO



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Part B

1. Instructional Supervision for the Improvement of Primary School Teaching (1980-81)

1.0 It is an admitted fact that the successful implementation of any program depends mainly upon successful administration and supervision. So far as effective supervision of instruction is concerned, it has remained a neglected area. Deteriorating standards of education, low enrolment and high rate of dropout, especially in rural areas, are the result of the traditional system of inspection and supervision.

1.1 Recognising the basic weaknesses in the existing system of Educational management and supervision, the National Education Policy 1978 states:

Our system of educational management and supervision is a legacy of the past and is not equipped to cope with the increasing and changing demands of education in the country.

In order to ensure operational efficiency in terms of policy objectives, it further emphasizes:

All key posts in educational management from top to bottom will be manned by qualified and experienced educators.

Hence the existing manpower of administrative and supervisory personnel can perform their job more effectively after they have been trained in the modern techniques of instructional supervision.

1.2 Realising the need of trained manpower, the Bureau of Curriculum and Extension Wing Sind, initiated in 1980-81 a program on instructional supervision for the improvement of primary teaching under UNDP assisted project Pak/77/039

"Strengthening Selected Educational Institutions in Sind."

1.3 The work plan for training supervisory personnel was prepared by a UNDP/UNESCO consultant in September/October, 1980. It was finalized in close consultation with the project team. The basic purpose of this project component was to address provisionally identified priority needs and problems of education, particularly low attendance and high drop-out rates noted in many primary schools, by organising training programs in concepts and skills of supervision for supervisory personnel in the province of Sind.

However, the plan included the following objectives:

- a. To develop an Internship Model for training key supervisory personnel.
- b. To select four primary schools to serve as Demonstration Centres.
- c. To develop and implement a training workshop.
- d. To prepare supervision materials developed for the workshop.
- e. To design a system of evaluation.

1.4 In order to achieve the above-mentioned objectives, the following steps were taken:

- a. A small group of nine selected supervisory personnel (1 S.D.E.O and 8 S.P.E) both male and female, received intensive training in the three phases.

Phase I October 26 - December 2, 1980

Phase II January 7 - January 15, 1981

Phase III February 7 - February 19, 1981

These interns were provided with critical, as well as practical training, in instructional supervision. These individuals now form a leadership corps of

Current Projects and Training Priorities in Sind

instructional specialists who are skilled in planning and conducting training programs for teachers and supervisors at primary school level. The interns worked as resource persons in two main workshops, and their services will also be utilised as resource persons in the workshops in future. The materials for administration and supervision (checklists, content outlines, ect.) were field tested in demonstration centres and were finalised for use in the workshops.

- b. Four primary schools (two boys and two girls) both urban and rural of Hyderabad District, were developed into Demonstration Centres. The interns, as well as the staff of these schools, under the guidance of the consultant played a major role in developing these centres. These centres were established to serve as laboratories in which the interns practised the knowledge and skills they had acquired during the training. The staff of these schools were highly involved in experimenting with new techniques of teaching and development of teaching materials. These centres were also utilised by the workshop participants to observe the model lessons as well as demonstrate selected lessons in the "real" classroom situation.
- c. The two workshops on instructional supervision were organised at the Bureau of Curriculum and Extension Wing Sind, Jamshoro, from December 3-23, 1980, and January 17 to February 5, 1981, respectively.

The main objective of those workshops was to assist supervisory personnel to define and practise supervision as a means for the improvement of primary school teaching. The workshop activities were two-fold: concept orientation in instructional supervision and field work in schools.

The two workshops were attended by the District Education Officers, Principals of Elementary Colleges of Education, Sub-Divisional Education Officer, Deputy Education Officers and Supervisors. In all, 95 personnel were trained, out of which 19 were female

officers.

1.5 Upon the completion of the training, the supervisors who participated in both the workshops submitted "work plans" outlining activities, strategies, personnel and evaluation procedures that they will implement in their jurisdiction. The participants were further expected to apply those techniques in the field.

2. Special Education Project in Sind

2.0 The UNDP contribution covering many aspects of Special Education has been very helpful in solving the problems which arose at the initial stage of establishing a new service for the handicapped. The UNDP project, which was financed under their second cycle of assistance included:

- a. 3 months' consultancy in Special Education. The consultant analysed the newly growing situation and submitted a report to the Pakistan Government in 1980-81 along with necessary suggestions and a master plan for the Province of Sind. He also provided professional guidance to the working teachers and the local experts of Special Education.
- b. A survey program was launched during the year 1981-82 on the advice of the consultant, to identify handicapped children of different levels and categories. More than thirteen thousand handicapped were identified. Since then this survey has been very useful in establishing new schools in the rural areas of the Province.
- c. Two training workshops for the teachers of the handicapped were organised at Karachi and Hyderabad during the year 1980. Besides the services of our local experts, the consultant provided help at different levels of instruction and program organization. The combined team worked from planning to evaluation, and achieved the maximum benefit from these two short-term workshops and related activities.
- d. Keeping in view the lack of resource material and

literature in local languages, the consultant advised to translate a comprehensive textbook on Special Education into Urdu and Sindhi. This work was undertaken under the UNDP Project, and it was appreciated by all concerned persons. For translation purposes, the services of local personnel were utilised without any remuneration or honorarium whatsoever.

- e. Curriculum for Diploma and short-term specialised courses in Special Education was also developed by the local experts with the help of the consultant. It has been finalised and will be introduced in Government Training Colleges of Special Education at Sukkur and Hyderabad.
- f. Selected equipment and books were also provided by UNDP/UNESCO for Special Education during the year 1982. The teachers were trained in the operation and maintenance of the equipment during the month of December 1982, and almost all of the equipment was distributed among the working Government institutions for the handicapped in Sind Province.
- g. This Directorate also managed the visits of the UNESCO/UNDP consultant to the working institutions for providing on the job guidance to the teachers during his three months' stay with this Directorate.

2.1 Four pilot projects for the education and rehabilitation of handicapped children have been established by the Federal Government in Sind during the year 1980-81. Pilot projects for the categories of deaf and mentally retarded have been established in working institutions at Karachi, whereas the pilot projects for blind and physically handicapped children have been established at Khairpur and Hyderabad. These institutions are successfully working with high enrolments and encouraging results.

2.2 The Education Department, Government of Sind, has implemented a scheme of opening 15 units for handicapped children in rural areas of Sind Province. So far, 11 units have been established and are working up to the satisfaction of the

Department. The remaining four units will be established during the 1983-84. The working units teachers have already been provided with programs as scheduled during 1983. Necessary equipment has also been provided to these units.

2.3 On the recommendation of this Directorate, the Federal Ministry of Education has provided an amount of one million each to Municipal School for the Deaf, Hyderabad, and Dewa School for the Deaf, Karachi, during the year 1982. They are utilising the amount for building construction purpose. It is a timely help, and these institutions needed such Special Grant for building construction purposes.

2.4 Four Senior Officers of the Education Department have been trained through UNESCO/UNDP for Fellowship and Colombo awards in different fields of Special Education from developed contries (U.S.A., U.K. and Australia). They are working on various posts in Special Education in the Province of Sind.

2.5 This Directorate has purchased equipment worth Rs.223,000 for Special Schools of Sind from outside the country through UNICEF during the year 1982-83. This timely help of UNICEF has been very much appreciated. The Government of Pakistan also exempted all those purchases from import and customs taxes. We are highly thankful to the Government of Pakistan for such necessary concessions in the field of Special Education.

2.6 The Education Department, Government of Sind, is establishing a Teachers' Training College for Special Education at Hyderabad. It is hoped that Teachers' Training Colleges for Special Education, Sukkur and Hyderabad, will be able to meet the pre-service and in-service training requirements of the teachers of the handicapped in Sind Province.

2.7 Besides the Annual Grant In-aid provided by the Department of education, Government of Sind, to the working government and non-government schools for the handicapped, the Federal Government has also been providing

continuous assistance to these institutions. The Federal Government's Annual and Special Grant during the year 1979-80 amounted to Rs.53,5000, whereas during the years 1980-81 and 1981-82 it amounted to Rs.43,200 and Rs.100,000 respectively.

3. Agro-technical Education in Sind

3.0 Agro-technical education provides the introduction of Agro-technical subjects in Classes VI-VIII and Vocational subjects in Classes IX-X (Component III) as compulsory subjects and an integral part of the scheme of studies for middle classes and secondary school examination.

3.1 Agro-technical subjects include the introduction of Industrial Arts or Agriculture for boys, and Home Economics for girl students, with eight periods per week. The basic manipulative skills, operations, processes of manufacture and production techniques of allied disciplines of the relevant subject are prescribed in the curriculum.

3.2 Vocational subjects have been developed in horizontal and vertical sequential order for introduction in Classes IX-X with nine periods per week. Different specific trades have been identified and prescribed under General, Industrial, Agricultural, Home Economics and Commercial trade groups. The students can select and study for further mastering the skills of a particular vocational area in accordance with their aptitude, general abilities, interest and inclination so far explored.

3.3 The Agro-technical Education (IV-X) has been introduced with a specific aim of integrating scientific and technological education with general education:

Bring education in consonance with socio-economic, socio-cultural and socio-religious conditions of the country through identifying, manipulating and maintaining hard tools, simple machines by using raw material safely, systematically and economically in

manufacturing and production processes.

Demonstrate self-reliance, democratic attitudes in life and become productive and patriotic citizens by demonstrating dignity of labour and sense of pride in performance reflecting Islamic values of life.

3.4 A strategy master plan for the phased introduction of Agro-technical and vocational subjects in Classes VI-VIII and IX-X in all the schools of Sind Province was developed during 1975. But due to financial and manpower constraints, it could not be fully observed. However, agro-technical and vocational subjects have been introduced partially in 500 and 81 schools respectively under the first two phases of the implementation plan.

3.5 Agro-technical education being of special and practical nature, its proper and effective implementation requires the provision of basic minimum facilities, in terms of workshop building and workshop furniture in relation to the number of students and the allocated subjects. The existing facilities so far developed for diversified practical art courses in various schools of the Province were utilised fully in the introduction of agro-technical education. In addition to these available facilities, the Federal and Provincial Governments have provided funds of Rs.10.012 million up to 1982-83 for the purchase of equipment, furniture and raw materials.

3.6 The Agro-technical Teachers' Training Centre has been established at Hyerabad for the inservice training of teachers in agro-technical subjects. The centre also offers C.T. (Agro-technical courses).

- a. 442 teachers have completed the C.T. Agro-technical course of one full academic year, out of which 158 have been trained for the teaching of Industrial Arts, 127 for Agriculture and 130 for Home Economics subjects. These covers classes VI-VIII.
- b. 227 teachers (viz., 87 for Industrial Arts, 44 for Agriculture and 96 for Home Economics) have also been trained during short term courses of 1-16 weeks' duration for the teaching of Agro-technical subjects

VI-VIII.

- c. 127 teachers have been trained for vocational subjects IX-X, viz., 51 in Industrial Arts, 29 in Agriculture and 27 in Home Economics and 20 in Commercial trades.
- d. 101 Heads of middle schools, i.e., 84 male and 17 female, have attended the orientation workshops.

4. Population Education

4.0 Since the contents and concepts of Population Education have been incorporated in the school curricula from class 1 to 7, the subjects of science, social studies, language(s) and home economics, the orientation of teachers at various levels became essential. Keeping this in view, the Bureau of Curriculum Sind has organised a variety of training programs on Population Education in the Province of Sind in order to provide orientation/training to the primary, middle and secondary school teachers of Sind in the concepts and methodology of teaching Population Education through the teaching of science, social studies, language(s) and Home Economics.

In the beginning three workshops were organised in and through which about 100 Master Trainers were trained. These Master Trainers were drawn from among the subject experts, headmasters, senior teachers of Teacher Training Institutions and Instructors of Education Extension Centres and In-service Training Centres. The trained Master Trainers served as subject teachers, and resource persons helped conduct training activities at the grass roots level.

4.1 About 15 workshops/seminars on Population Education as regular programs have been organised in the Province of Sind, through which 1,000 primary teachers, 500 middle/lower secondary school teachers and 150 high/secondary school teachers have been provided orientation/training. As well, population education was made an integral part of inservice training programs organised by

the Bureau in the Teacher Training Institutions of Sind in and through which about 8,500 additional primary teachers have been given orientation.

In all these programs the teachers are being supplied with books, printed materials and mimeographed handouts etc., and they are also being involved in practical activities, such as lesson planning, preparation of teaching-learning aids/instructional material for teaching concepts and contents of Polulation Education in a strategical way.

5. Third Education Project

In order to improve the standard of teacher education and thereby raise the quality of education, the Government of Pakistan signed a development credit agreement 678-Pak with the International Development Association (IDA) on February 18, 1977. Under the agreement as many as 17 Teacher Training Institutions throughout Pakistan were to be improved and strengthened under the Third Education Project (TEP). Out of the 17 project institutions, the following five training institutions have been established or strengthened in the Province of Sind:

- a. Government Elementary College of Education (Women) Hussainabad, Karachi.
- b. Government Elementary College of Education (Women) Larkana.
- c. Government Elementary College of Education (Women) Khairpur.
- d. Government Elementary College of Education (Women) Moro.
- e. Government Elementary College of Education (Men) Mithiani.

5.1 These institutions have been provided inputs in terms of new academic blocks/buildings, student hostels and residential accommodation for the College staff on one hand, and equipment, furniture, books, etc. on the other. In

addition to that, with a view to making the teacher training program relevant to the needs and requirements of the teachers more practical and meaningful, alternate curricula for P.T.C and C.T. have also been introduced in the project institutions. Alternate curricula for elementary school teachers have brought significant changes and made the teacher training programs professionally rich embodying skill oriented experiences, and have undertaken a strong commitment for teacher preparation.

5.2 A constant evaluation system has been evolved for TEP institutions with innovative supervisory services, self-assessment procedures, internal evaluation and creative learning experiences. In addition, the teaching personnel of these institutions have also been provided intensive orientation in the Alternate Curricula with a view to making them aware of the curricular changes, innovations, learning techniques and assessment procedures. The Third Education Project Teacher Training Institutions are the prospective institutions for teacher preparation in Sind.

6. Primary Education Project

6.0 The Primary Education Project, also called the Fourth Education Project, has been implemented on an experimental basis since 1979 with the assistance of IDA in all the four provinces of Pakistan. In Sind it has been introduced in selected 400 (200 male and 200 female) rural primary schools in eight districts of the Province, selecting 50 schools from each district.

6.1 The main objective of the project is to improve primary education by introducing various inputs, viz., physical facilities (classrooms, compound wall to girls' school, and residences for female teachers), teacher training, furniture, library books, teachers' guide books and decentralised supervision leading to the achievement of improved instruction, increased enrolment, reduced wastage/dropout, reduced teacher absenteeism, improved teacher performance and better supervision.

6.2 The project is an experimental one, therefore its significant component is research and evaluation. Under this component the agencies like Bureau of Curriculum, Institute of Education and Research Sind University, and Board of Intermediate and Secondary Education have been assigned research and evaluation work in the fields of achievement tests, attitude of pupils, teachers and parents towards primary education, and demographic survey of project schools.

In addition to this, illuminative studies have also been undertaken by these agencies in teacher training, parents' perceptions and schools' socio-economic context.

The evaluation of this project is in process and it is hoped that successful results will come out.

7. Women's and Community Sponsored Centres in Sind

7.0 The Government of Pakistan, under the noble guidance of Women's Division, Islamabad, has launched a program to provide an opportunity for adult education combined with strong motivating component to learn skills in local community craft.

7.1 The purpose of the project is to motivate rural women to learn reading, writing and simple arithmetic. Besides, they must learn job skills with which they can earn their livelihood.

7.2 In order to achieve the purpose, centres have been opened in the far-flung and neglected areas of the Province having population of at least 2,000, so that the women of these areas may be benefitted with the facility of acquiring knowledge about Islam, SRS, health and hygiene, child care, food preservation and kitchen gardening. Teachers have been appointed from amongst them with the consultation of people of the respective areas. The project also serves the purpose of involvement of community in the task of nation building and reconstruction.

7.3 In order to orient Master Trainers, two workshops in the field of Adult Education and Vocational Education were organised by the Bureau of Curriculum and Extension Wing Sind, Jamshoro, at the Government Vocational Training Institute Hyderabad during the month of September 1980. Fourteen supervisors of the Province participated in these training programs.

7.4 The teachers appointed for women's and community sponsored centres had no previous experience or background of teaching, and lacked knowledge and methodology of instruction needed particularly for adults. In order to cope with the situation, a series of decentralised training programs was organised at all the district headquarters of the Province in the month of June 1981.

7.5 The second training program of the series was held in November 1982. During this training the teachers were given detailed orientation and all the necessary information regarding fundamentals of Islam, Ideology of Pakistan, importance of the child, care of the sick, and the role of women in the socio-economic uplifting of their families.

7.6 Imparting skills is a highly technical job which needs training and practice. In order to deal with this aspect, the Bureau of Curriculum Sind took the initiative and trained about 200 teachers to impart the knowledge of basic skills and competencies for the challenging job of teaching adults. The training programs were held at all the district headquarters in June 1981.

7.7 The second two-week training program was organised in November 1982 in all the districts of the Province. During the training, demonstration lessons were given by the resource persons on principles of cutting, sewing, colour combinations, hand and machine embroidery, knitting, kitchen gardening, and maintenance and repair of sewing machines.

7.8 A five days' training program in the use and maintenance of knitting machines was arranged at divisional headquarters of the Province with the technical assistance of

the Singer Sewing Machine Company, Karachi. Thirty participants attended the training.

8. Special Priority Development Program For Primary Education in Sind

8.0 Realising the urgent need for expansion of facilities for education with a view to ultimately achieving universal primary education, the present Government has launched a "Special Priority Development Program for Primary Education" in the country.

8.1 The objective of the program is to accelerate the pace of expansion of Primary Education facilities with specific strategies developed in consultation with local people to suit the local conditions.

8.2 In order to implement this program effectively, the Federal Government has graciously financed the Sind Provincial Implementation Unit (P.I.U.) headed by a Chief Coordinator supported by 15 District Coordinators, and a total number of 150 resource persons. This staff has been selected and is now working very actively in the field. A comprehensive survey for opening schools on a priority basis was carried out, and in the first phase 2,300 Mosque schools and 100 girls' schools in urban areas were opened to remove overcrowding of schools. Besides, 100 branch schools have been opened and 60 industrial-cum-literacy centres as well. For the second phase of the program, 2,250 schools are expected to be opened during 1983-84.

8.3 The Chief Coordinators, District Coordinators and resource persons, with the cooperation of the Director, Bureau of Curriculum, Director School Education Hyderabad/Karachi, District Education Officer and local population of the villages, have been able to make a very successful take off, and it is definite that the program is destined to be a real success. The over-all enrolment at present in the schools under the program is 96,700, including the enrolment of girls in Mosque schools that ranges between 40% to 50%.

Current Projects and Training Priorities in Sind

8.4 The most encouraging factor is the awakening in the villagers and their interest in the program. In most of the villages the villagers have extended a helping hand in providing paraphernalia of the Holy Quran, textbooks, furniture, mats, etc., for the children studying in these schools.

Part C

Training Priorities

The following areas have been identified as training priorities keeping in view the constraints and problems encountered in the implementation and evaluation of the projects.

1. Project planning and evaluation.
2. Curriculum development in teacher education.
3. Organisation of inservice training.
4. Education research
5. Computer education.
6. Methods of developing instructional skills in preservice and inservice teacher education.
7. Data collection and its interpretation.
8. Developing low cost teaching material a elementary level.
9. Concepts and techniques of supervision.
10. Skills oriented curriculum for elementary grades.

PROJECTS AND TRAINING PRIORITIES IN AZAD KASHMIR

Mr. Abdul Qayyum Khan

Introduction

The State of Azad Jammu and Kashmir to the north-east of Pakistan has a population of some two million, predominantly rural. Outside the towns, which are few in number and generally small, scattered settlements occur in the hilly areas forming part of the foothills of the Himalayas. The national language is Urdu. Other dialects are Kashmiri, Punjabi and Pahari. Literacy rate is 24% in general; which is 36% for male and 12% for female population. The Government input for the education sector is: 27% Non development and 8% Development. Annexure I shows some details about Azad Kashmir.

Problems and Difficulties

In Azad Kashmir there are numerous one-room primary schools in which children are taught by a single teacher, with enrolments of 50 to 150 children. (In 1983 the schools having enrolments more than 50 are being provided with an extra teacher). Primary school teachers are mostly untrained and have low academic qualifications. Due to financial problems, the lack of buildings for schools is also a factor which affects the development. In secondary schools, science education

Annexure I

UNIVERSAL PRIMARY EDUCATION IN AZAD JAMMU KASHMIR

Total Population	2,000,000
Children 4-9 Years Of Age (14.8%)	295,247
Male (52.4%)	154,710
Female (47.6%)	140,537
<u>In Schools</u>	
Male	92.34%
Female	49.23%

National Education Policy Targets
For Universal Primary Education

Male	1987
Female	1992

Azad Jammu And Kashmir
Government Targets

1985
1990

Projects And Training Priorities In Azad Kashmir

needed much attention, as 95% of the science teachers were untrained prior to in-service training programs. Even in 1983 the position is alarming in the case of science teachers (Annexure II).

Projects for Educational Development in Azad Kashmir

At the moment there are two projects:

1. In-service Training Program for Primary Teachers (UNICEF).
2. UNDP Pak78/010 "Strengthening selected educational institutions in Azad Kashmir".

Description of UNICEF Project and its Activities

The UNICEF Assisted Program was started in 1974. This agency supported by providing financial assistance for inservice training programs, science laboratory equipment, audio-visual aid materials for the Education Extension Centre at Muzaffarabad. Besides this, Azad Kashmir Education Department received nine Toyota Jeeps, one Suzuki Jeep and 20 Yamaha Motor Cycles for supervision purposes. To implement the new curricula and improve teaching techniques, a series of workshops/curriculum orientation courses on the use of Teaching Kit were conducted.

Description of UNDP Pak/78/010 Project and its Activities

The active participation of the UNDP Pak/78/010 Project started in 1980. In the field of education, UNDP provided electrical appliances, portable generators, photocopiers, typewriters, scanning machine, duplicators, overhead projectors and one Toyota Hiace diesel vehicle. Library books, science equipment and services of international consultants

Annexure II

STATEMENT SHOWING TRAINED/UNTRAINED TEACHERS (MALE/FEMALE) OF VARIOUS CATEGORIES IN AZAD KASHMIR, 1983

Post	Total Strengths	Trained	Untrained	Percentage (Male)	
Senior Teachers (General line)	1208	660	548	55%	"
Senior Teachers Science	279	25	353	7%	"
Senior Teachers Technical	56	53	3	94%	"
Drawing Teachers	110	55	55	50%	"
Physical Education Teachers	181	100	81	56%	"
Oriental Teachers	71	71	..	100%	"
Qazis	216	216	..	100%	"
Junior Teachers (General Line)	1316	593	723	45%	"
Junior Teachers Technical	121	112	9	93%	"
Primary Teachers	3100	994	2106	32%	"

Post	Total Strengths	Trained	Untrained	Percentage (Female)	
Senior Teachers (General Line)	565	95	470	17%	"
Senior Teachers Science	94	4	90	4%	"
Senior Teachers Technical	60	6	54	10%	"
Drawing Teachers	38	27	11	71%	"
Physical Education Teachers	58	9	49	15%	"
Qazis	76	30	46	39%	"
Junior Teachers (General Line)	760	59	701	8%	"
Junior Teachers Technical	87	30	57	35%	"
Primary Teachers	2311	570	1741	25%	"

were also provided. Four fellows have completed their Fellowships (each for six months) in "Science Education-Biology", "Science Education-Instructional Technology", "Science Education-A.V. Technology", and "Science Education-Mathematics" and are working in Education Extension Centre in Muzaffarabad. These people conduct different workshops.

Inservice training programs for secondary school teachers. Two officials from administration side, Director of Education and Deputy Director for Schools, completed their study tours in USA and Australia respectively. International consultants conducted the following workshops:

1. Workshop on micro-teaching and production of low cost teaching aids (Master Trainer Workshop).
2. Master Trainer workshop on Teaching of Science and Mathematics.

Contributions of the Azad Government and Ministry of Education Curriculum Wing, Islamabad

The Azad Government is paying full attention to achieve the targets of National Education Policy 1979 for Universal Primary Education. Moreover, attention is being paid to improve the quality of science education in the State. Every year the expenditure on education sector is increasing, and it is 27% (non-development) and 8% (development) for 1983. The amount for inservice training programs was Rs.30,000 in 1981, whereas in 1983 it is Rs.125,000. At present the production of different training institutions is as follows:

B.ED.	60 seats
J.D.P.	30 seats
C.T.	165 seats
O.T.	60 seats
Drawing	40 seats
P.T.C.	185 seats
Total	640 seats

Another scheme is under process for increasing the capacity of these Institutions to meet with the needs of the schools.

Ministry of Education Curriculum Wing, Islamabad, assisted to train our teachers as Master Trainers at Islamabad and Abbottabad. They paid all the expenses of a few workshops conducted at Education Extension Centre, Muzaffarabad. They also provided resource persons when required.

To meet with the future requirements of trained teachers at different levels, another scheme is under process with UNDP for financial assistance. Under this program 60 science teachers will be given preservice training annually for a duration of 12 weeks.

Every year 120 inservice science teachers will be given training under this program every year. In this way in five years 900 science and 1500 primary teachers will complete their training. Education Extension Centre at Muzaffarabad will serve as a research laboratory for testing and evaluation of curricula. This Centre will also train the teachers in innovation and new methodology which is taking place in the educational fields.

Annexure III

GRADE-WISE ENROLMENT 1981-82 and 1982-83
(AZAD JAMMU AND KASHMIR)

	1981-82			1982			Per cent
	Male	Female	Total	Male	Female	Total	
Schools							
Primary	142,841	69,193	210,244	143,828	81,921	225,749	7%
Masjid	..	..	..	4,345	..	4,345	
Middle	38,754	14,353	53,107	39,035	15,271	54,306	2.3%
High	11,738	2,773	14,493	12,657	3,228	15,885	9%
Colleges							
Intermediate	2,600	414	3,014	3,325	522	3,847	28%
Degree	652	175	827	176	30	206	
Total						304,538	
Training							
Colleges of Education							
1. B. ED.	40	..	40	60	..	60	
2. J. D. P. E.	30	..	30	30	..	30	
Elementary Colleges							
1. C. T.	80	20	100	120	45	165	
2. O. T.	40	20	60	40	20	60	
3. P. T. C.	80	60	140	120	45	165	
4. Drawing	40	..	40	40	..	40	
Agro-technical Center	25	15	40	25	15	40	
P. T. C. Center	..	40	40	80	40	120	
Total						680	

Annexure IV

EDUCATIONAL INSTITUTIONS 1983-88
(AZAD JAMMU AND KASHMIR)

Institutions	Existing	Proposed 1983-88	Total	To Be Upgraded 1983-88	Balance
<u>Schools</u>					
Primary	1,755	1,250	3,005	250	2,755
Middle	681	250	931	100	831
High	289	100	389	20	369
<u>Colleges</u>					
Intermediate	(23+10) 33	20	53	4	49
Degree	(4+2) 6	4	10	--	10
<u>Training</u>					
Colleges/Centres	(1+6+6) 13	2	15	2	13
<u>Technical/Vocational</u>					
Polytechnic	--	4	4	--	4
Vocational	--	8	8	--	8
Agro-technical Units	161	200	361	--	361
<u>Special Education</u>					
Handicapped Children	--	8	8	--	8
<u>University Degree</u>					
<u>Colleges</u>	(4+2) 6	--	6	--	6

(continued)

EDUCATIONAL INSTITUTIONS 1981-82 AND 1982-83
(AZAD JAMMU AND KASHMIR)

Institutiions	1981 - 82			1982 - 83		
	Male	Female	Total	Male	Female	Total
<u>Schools</u>						
Primary	854	851	1,705	886	869	1,755
Masjid	20	--	20	220	--	220
Middle	371	292	663	337	304	641
High	190	61	251	212	77	289
<u>Colleges</u>						
Intermediate	21	12	33	23	10	33
Degree	4	1	6	4	2	6
<u>Training</u>						
College Of Education	1	--	1	1	-	1
Elementary Colleges	2	1	5	4	2	6
Vocational Centres	--	3	3	4	2	6
Agro-tech. Centre	1(combined)		1	1(combined)		1
<u>Education Extension Centre (For Short Term Inservice Training Of Teachers)</u>						
<u>Budget</u>						
Non-development	92,000,000			130,600,000		
Development	19,195,000			26,000,000		

GRAD-WISE ENROLMENT (AZAD JAMMU AND KASHMIR)

	1980 - 81			1981 - 1982			1980-81/ 1981-82 Increase Percent	1983		
	Male	Female	Total	Male	Female	Total		Male	Female	Total
Primary	137,703	46,550	184,253	142,851	69,193	212,044	15.1%	143,828	81,921	225,749
Mosque	--	--	--	490	--	490	--	4,545	--	4,545
Middle	28,633	13,278	41,911	38,754	14,353	53,107	26.7%	39,035	15,271	54,306
Secondary	11,318	2,612	13,930	11,720	2,773	14,493	4.0%	12,657	3,228	15,885
Intermediate	2,593	409	3,002	2,600	414	3,014	0.4%	--	--	--
Degree/ University	535	177	712	652	175	827	16.0%	--	--	--
Miscel- laneous	413	336	749	474	365	839	12.0%	--	--	--
Grand Total	181,195	63,362	244,557	197,501	87,273	284,774	16.2%	--	--	--

PROJECT PRIORITIES IN NORTH-WEST FRONTIER PROVINCE

Mr. Sardar Khan

The Provincial Government of North West Frontier Province re-organised the Education Department in the Province with effect from 1st January, 1979, to carry out reforms in educational administration. For effective supervision and to achieve other objectives of the re-organisation, various projects were started with assistance of the UNDP (UNESCO), UNICEF, World Bank and the Federal Government of Pakistan. A brief detail of these projects is given below.

Primary Education Project

The estimated cost of the project is Rs. 35.005 million, including foreign exchange component of Rs.14.343 million. The project, which was started in 1979-80, is expected to be completed by 1983-84. The main objective is to increase the enrolment ratio and to decrease the drop-out rate at primary level. The study area has been chosen as 4-Pilot Tehsils in the province, i.e., Swabi (District Mardan), Daggar (District Swat), Abbottabad and D.I. Khan. A new tier of supervision, i.e., Learning Co-ordinator, has been introduced by the project. The specific objectives are:

1. To supply furniture and learning material to selected schools in the project study area;
2. To provide Learning Co-ordinators and Teacher Assistants in the Pilot Tehsils of the project;

Mr. Sardar Khan

3. To conduct research in two cycles regarding demographic studies, achievement tests and also to carry out some additional studies.

Third Education Project

The revised cost of the scheme is estimated as Rs.18.4 million and is supposed to be completed during the current financial year (1983-84). The project mainly concerns the construction of Teacher Training Institutes. In some places it also constructs Hostels, Teacher residences and Agricultural Workshops for the Department. The objective is to carry out research as to how cost on the construction of buildings can be reduced, keeping in view the prescribed conditions set by the department.

Strengthening Selected Educational Institutions In N.W.F.P.

The project started in 1979 with Government inputs of Rs.1.5 million. The UNDP component as per project document is \$US 0.915 million. The main objectives of the project are:

1. To improve pre-service training of teachers in seven training institutions;
2. To strengthen inservice teacher training being provided by two existing Teacher Training Centres;
3. To train the staff and provide equipment to the Curriculum Development Bureau at Abbottabad to enable this Institution to perform its role of leadership towards the goals of the new Education Policy;
4. To evaluate new school curricula and to introduce new methods of assessing students' achievements.

Pushto Dictionary Project

The project started in 1982-83 at a total cost of Rs. 0.957 million and is expected to be completed within three years. The main objective of the project is to publish a comprehensive dictionary of the Pushto language.

Management Unit for Study and Training

1. Project Summary

A. The present project being implemented by M.U.S.T. is an extension in scope and span of a pilot project "Reforms of Educational Administration in the Provinces", a project of the Federal Ministry of Education delegated to NWFP as an experimental scheme before replication/adaptation in other provinces of the country. The project was approved in 1979 by the Government of Pakistan and UNDP according to Project Documentation No. Pak/77/009/A/01/13 for a total cost of Rs.3,185,000, latter revised to Rs.4,979,000, with the following objectives:

- a. To establish Management Information Systems for schools of Mardan District, and Directorates of Colleges, NWFP, employing EDP.
- b. To train personnel in educational management planning, data collection, entry and processing techniques.
- c. To codify rules and regulations of the Education Department.
- d. To provide advisory and consultancy services to various organizations of the Education Department and other departments.

B. The Management Unit for Study and Training, established in October 1979 in order to implement the project, has shown good results and its achievements till June 1982 are briefed below:-

- a. Data from all the Educational Institutions (1000) of Mardan District have been collected, transferred to

- electronic diskettes, cleaned and up-dated.
- b. The Unit has trained 550 personnel of the Education Department in modern management techniques.
- c. Job manuals of Headmasters, SDEOs, DEOs, Directorate Colleges and MUST staff have been produced.
- d. Rules and regulations have been collected and are being compiled.
- e. The project has extended the radius of MIS to three more Tehsils of D.I. Khan, Abbottabad and Daggar.
- f. The computer has been installed and is in active operation.
- g. Data from all the colleges of NWFP are being collected.

C. In the light of the achievements of the project, it has been decided by the Education Department, NWFP, to expand it to the rest of the Province during the Third Cycle of UNDP Country Program 1982-86. The new project entitled "Establishment of Management Information System in NWFP" has the objectives given below:

The New Project

2. Objectives of the Project

- a. Training and retraining of 500 Administrators in the latest concept of O & M to raise the level of awareness of the Department.
- b. Continuing the program of rationalizing archaic processes and procedures of management along with their codification, etc.
- c. Up-dating the operational manuals through monitoring to ensure optimum functionality and objectivity.
- d. Up-grading the existing hard-ware (IBM 5280) available with MUST (Management Unit for Study and Training) and institutions created under Pak/-77/009/A/01/13 to system IBM 34 so as to be able to function as Provincial Headquarter.
- e. Establishing three Divisional Headquarters at

Project Priorities In North-West Frontier Province

Abbottabad, D.I. Khan and Saidu through installation of micro-computer of the type of IBM 5280 to set up integrated interactive system with the Provincial Headquarter.

- f. Continuing efforts directed towards modernization of the management practices in the education sector of the Province to improve policy formulation, planning, implementation, evaluation and decision-making.
- g. Promoting educational research by providing tools which can help process analysis involving sophisticated techniques like multiple regression or factor analysis.

3. Targets

- a. Training of 500 Administrators in Educational Management.
- b. Collection and processing of data from 7,000 schools of North West Frontier Province.
- c. Acquisition of one IBM System 34 and three IBM 5280 Computers, providing physical facilities and developing its software.
- d. Updating of Operational Manuals.
- e. Promoting educational research.

CONCLUDING REMARKS

Dr. Warren Mellor

I don't intend to go back over the history of how this seminar came about, but I would like to reiterate that people who come to my institution in Australia and to my own program in particular, are very important to me. To follow-up that work I think is absolutely vital. It's not sufficient, from my point of view, merely to have people come to Australia and then send them away and forget about them for the rest of their lives. They become friends, I think that's indisputable. But they also continue to operate in their own professional environments, and I feel some responsibility, if you like, for their work. I certainly feel some affinity for their work: my attitude as a consultant is that I'm working with you, rather than in charge of you, on the particular problems that confront you.

Moreover, my concern has always been with the implementation of what we learn or plan. You know that I have spent many years now working in planning at the International Institute for Educational Planning in Paris and in my own doctoral work on management information systems. I have come to accept that you can develop plans and devise management information systems, but it is the extent to which those plans and systems are implemented that is most important. In fact you can only implement

successfully through people. If people are not good people, if people are not well trained people, if they're not committed and dedicated, then the best plans and management information systems in the world are simply not going to work. So my concern has been in some small way to work with you in attempting to improve implementation. You yourselves then become trainers of trainers.

I think again it's indisputable that you represent this multiplier effect that we talk about. To the extent that you talk to, or train, six other people or sixty other people or six hundred other people, to that extent you are exercising a multiplier effect. And so one would hope that in some small way the work that we've done together in Australia and now here has helped in that process.

You remember that in my opening paper I was particularly concerned with management ideology. It wasn't that I was telling you what should be your ideology, but rather I was attempting to interpret what I thought was your ideology. And I suggested to you that in my own mind three things underlie a management ideology for educational development in Pakistan. One of those is Islamisation, another is human resources development, and other equity and democratisation. All those things come together in the fact that around this table we have a group of people who are innovative people, who have been exposed to new ideas, in addition to the good ideas of your own. It's not so difficult to have a good idea, but often one finds that it isn't received so well by other people around you. That's the basic problem with implementation: not to have the good ideas, but to convince other people of those good ideas and to get them to work with you. So persistence is important, as well as leadership.

Leadership is not so much a matter enforcing your decisions upon others or imposing your will upon them. More importantly it is getting people to want to work with you. That is very, very difficult. In Australia the control mechanisms that I hear so much about in this country have had to become less important. Some of you, I think, felt that in Australia the control mechanisms were almost non-existent.

Concluding Remarks

Certainly we have often found that to the extent that we try to compel people to do things, to that extent in our country, we are less successful. Somehow we have to find a way of convincing people that they want to join with us, to inspire them, to commit them, to dedicate them to some sort of task, and I think, if I may say so, that there are some people (all of us hopefully, around this table) who represent those sorts of qualities, and we admire them very much.

I've already referred to the fact that follow-up to training programs is very much in my mind. I hope, as I said in my opening remarks, that this is not the last of these sorts of activities. Follow-up is vital. Follow-up once is good; follow-up on a continuing basis is better. It's not my role to come here and evaluate what you are doing, but rather simply to demonstrate to you that I am continuing to work with you and want to continue to work with you.

At this seminar you have made many recommendations in regard to project implementation and in regard to improving the effectiveness of training components within those projects. You have made recommendations to ministerial level people and to international agencies and to training institutions such as my own. I'm very hopeful that those recommendations, or at least some of them, will be well noted by those people. I'm very hopeful too, that when I go back to Bangkok on Sunday, and I have my meetings there, the UNESCO office there will appreciate how important this small but very worthy group of people has been, and that those recommendations then will be disseminated not only in this country, but further afield.

Finally, I want to thank you all for coming. The people who were here but are no longer with us, in their absence, I would thank them. I would thank the people who were unable to come for all of the time, but made the effort to come just for some of it, because their contribution was valued. But clearly also I thank particularly the people who came all of the time, and particularly working on a day like today until after one o'clock. I think that it really does indicate the dedication and commitment that I was talking about

a little while ago. I think that I should particularly mention Dr. Athar Khan in that, because he is a very busy man and he has devoted himself to this seminar over the last few days. Without him it couldn't have been done. I have thanked Raja and his other helpers also, because even all the matter of tea and support services, typing and photocopying, all of those things are indispensable. Their working behind the scenes has been very important, and we appreciate it.

I do want to thank again, as I did in my opening remarks, the Vice-Chancellor and other staff at Allama Iqbal Open University, and staff of the Australian Embassy for helping me finally to organise the seminar.

Dr. Athar Khan

Dr. Mellor, I am really very thankful to you, your Dean and your University for selecting Allama Iqbal Open University as the venue for such an important seminar. All the proceedings of this workshop, this conference, have been directly related in one way or the other to what we are doing here in terms of developing and devising and planning and organizing training programs for educational personnel of this country.

Especially I believe Dr. Saghir is responsible for coordinating the course on educational management, and I think the exposure which both of us had here to what is being done by Monash University in the training of educational personnel has given us many good ideas which we can use or incorporate in our program. Also the seminar and my meetings with Dr. Mellor have pointed to many avenues for future collaboration between our two universities for the development of our courses in educational planning and management. We hope we may even have some opportunities of sending our faculty members for training to Monash University.

So I think this conference marks the beginning of new relationships, and both universities will benefit from the experiences of this seminar.

Feroz Yusuf Khan

On behalf of the Monash Fellows, I would like to thank very sincerely Dr. Warren Mellor for providing us the opportunity of having these discussions and of renewing our acquaintances and friendship. We also thank you, Professor Athar Khan, and the Vice-Chancellor of the Allama Iqbal University, not only for providing us a meeting place, but looking after us so very nicely and making our stay very comfortable.